



**School of Nursing  
NSG 340: Adult Health III  
Fall 2018**

<b>Meeting date and times:</b> Fridays 10:55 AM-12:50 PM	<b>Instructor contact info:</b> E-mail: amonteja@pointloma.edu <b>Office Phone: 619-849-2473</b> <b>Cell: 916-365-5739 (Emergency only)</b>
<b>Meeting location:</b> Liberty Station 204-A	<b>Office location: Liberty Station: Rm 101</b> <b>Office hours: Monday 0700-0930, 1200-1400</b> <b>and Friday 0700-1000</b> and by appointment
<b>Placement:</b> Junior	
<b>Final Exam:</b> LSCC# 204-A Monday @ 1030	<b>Additional info:</b> Please communicate with the instructor by e-mail for any concerns, questions, office hour requests

**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:**

#### **Nursing 340 Nursing of Families: Adult Health III (2 units).**

Focuses on nursing theory in the care of clients who have complex health alterations and includes collaboration with their families. Advanced concepts of adult health and critical care nursing are the basis for the course.

Prerequisite(s): Junior standing in Nursing program. Concurrent: NSG 341.

Corequisite: Nursing 341 Nursing of Families: Adult Health III Clinical Practicum

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

### **PROGRAM & COURSE LEARNING OUTCOMES (PLOs & CLOs)**

Upon completion of this program, students will be able to achieve

- Program Learning Outcomes (blue)
- Theory Course Learning Outcomes (apricot)
- 2008 American Association of Colleges of Nursing: The Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials)

Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

### **PROGRAM & COURSE LEARNING OUTCOMES (PLOs & CLOs)**

Upon completion of this program, student will be able to achieve

School of Nursing Program Values & PLOs	SG 340: Caring faithfully in adult health III CLOs
<p><b>I. 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></p> <p>A. Initiate dialogue regarding current practice to improve healthcare BSN Essentials II, VI, VII, VIII, IX</p> <p>B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials II, III, VI</p>	

<p>C. Promotes positive client outcomes using evidence-based data BSN Essentials VII</p> <p>D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community BSN Essentials II, IV, V, VI, VII</p> <p>E. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, IV, V, VI, VII</p>
<p>1. Describe reliable sources for locating evidence reports and clinical practice guidelines related to critical medical situations PLOs I.B, I.C PHCCR 1491-4:A-L</p>
<p>2. Implement individualized EBP nursing care plan that reflects an understanding of disease process and management among adult patient populations with complex disease process PLOs I.B, I.C, I.D PHCCR 1491-4:A-L</p>
<p>3. Develops comprehensive EBP nursing care plan for adult patient populations with complex disease process PLOs I.A, I.C, I.D, IV.A PHCCR 1491-4:A-L</p>
<p>4. Provides client-centered care with sensitivity and respect for the diversity of human experience PLOs I.A, I.B, I.C, I.D, IV.B, V.C PHCCR 1491-4:A-L</p>
<p>5. Acknowledge own personal beliefs and experiences related to family-centered care PLOs I.D, V.B PHCCR 1491-4:A-L</p>

School of Nursing Program Values & PLOs	NSG 340: Caring faithfully in adult health III CLOs
<p><b>II. 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></p> <p>A. Demonstrate compassionate care to all people while mirroring Christ's love for all BSN Essentials VI, VII, VIII</p> <p>B. Partner with the community to establish a trusting relationship BSN Essentials II, V, VI, VII, IX</p> <p>C. Demonstrate ethics and values consistent with the practice of professional nursing BSN Essentials I, V, VI, VII, VIII, IX</p>	
<p>1 Incorporate physiological, psychological, and spiritual assessment data into patient care PLOs I.B, I.C, I.D, II.A, II.B, II.C PHCCR 1491-4:A-L</p>	
<p>2. Examine patient's value and preferences PLOs I.A, I.D, II.C PHCCR 1491-4:A-L</p>	

School of Nursing Program Values & PLOs	NSG 340: Caring faithfully in adult health III CLOs
<p><b>III. 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></p> <ul style="list-style-type: none"> <li>A. Engage in active listening to promote therapeutic relationships BSN Essentials I, VI</li> <li>B. Demonstrate effective verbal and nonverbal communication skills to provide patient care BSN Essentials I,V, VI, VIII</li> <li>C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes BSN Essentials I, II, VI, VII</li> <li>D. Advocate for patients/families and self BSN Essentials II, VI,VIII</li> <li>E. Implements patient care while revering the diversity of patients, families and Communities BSN Essentials II, IV, VII, VIII</li> </ul>	
<p>1 Employ effective communication strategies to optimize patient care  <a href="#">PLOs I.A, III.A, III.B, III.C, III.D, III. E</a>  <a href="#">PHCCR 1491-4:A-L</a></p>	
<p>2 Engage information technologies to provide effective patient care  <a href="#">PLOs I.B, I.C, II.A, III. E</a>  <a href="#">PHCCR 1491-4:A-L</a></p>	
<p>3 Foster open communication among the healthcare team to improve patient health outcomes  <a href="#">PLOs I.A, I.C, III.B, III.C, III.D, III.E, V.C</a>  <a href="#">PHCCR 1491-4:A-L</a></p>	
<p>4 Advocate for high quality and safe client care as a member of the inter-professional team.  <a href="#">PLOs I. B, I.C, II.A, II.C, III.C, III.D, V.C</a>  <a href="#">PHCCR 1491-4:A-L</a></p>	
<p>5 Evaluate the impact of culture, ethnicity and family dynamics on clinical decision-making  <a href="#">PLOs I.C, I.D, II.A, III. E, V.C</a>  <a href="#">PHCCR 1491-4:A-L</a></p>	

School of Nursing Program Values & PLOs	NSG 340: Caring faithfully in adult health III CLOs
<p><b>IV. 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>A. Engage in a professional practice environment that promotes nursing excellence BSN Essentials I, III, IV, V, VI, VII, VIII, IX</p> <p>B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse BSN Essentials II, VI, VI, VII, VIII, IX</p> <p>C. Avail self of learning opportunities to initiate the life-long learning process BSN Essentials I, II, III, IV, V, VI, VII, VIII, IX</p>	
<p>1 Act to promote safe, legal, and ethical care practices. PLOs I.B, I.C, I.D, I.E, II.C,III.C, III.D,IV.B, PHCCR 1491-4:A-L</p>	
<p>2 Apply professional standards of care according to ethical, legal, and Christian principles. PLOs I, IV.B PHCCR 1491-4:A-L</p>	
<p>3 Involve in a variety of learning opportunities external to the classroom PLOs I, IV.C, PHCCR 1491-4:A-L</p>	

School of Nursing Program Values & PLOs	NSG 340: Caring faithfully in adult health III CLOs
<p><b>V. 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>A. Provide graceful service through compassionate response to others’ needs BSN Essentials II, IV, VI, VII, VIII, IX</p> <p>B. Demonstrate the principles of a servant leader as a reflection of Christ’s love BSN Essentials II, IV, V, VI, VII, VIII, IX</p> <p>C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. BSN Essentials II, IV, V, VI, VII, VIII, IX</p>	
<p>1 Engage patients and healthcare team with warm and compassionate manner PLOs II.A, III.C, IV.B, V.A, V.B PHCCR 1491-4:A-L</p>	
<p>2 Analyze servant leadership concepts and skills for patient safety and high quality care</p>	

PLOs II.A, III.C, IV.B, V.A, V.B V.C PHCCR 1491-4:A-L
3 Discuss cultural and ethical variables in various patient care scenarios PLOs I.C, II.C, III.B, III.E, IV.B, V.C PHCCR 1491-4:A-L

## COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## COURSE Content Outline (Topic Outline)

WEEK	Format	Content
<b>Week 1</b>	F2F	Basic EKG Hemodynamic and oxygenation monitoring
<b>Week 2</b>	F2F	Community Health concepts Pain, agitation, sedation, and delirium
<b>Week 3</b>	F2F	Cardiac alterations and management: Acute coronary artery disease (acute MI)
<b>Week 4</b>	F2F	<b>Exam 1</b> Burns and DIC
<b>Week 5</b>	F2F	Shocks syndrome, Severe sepsis, Septic shock, and MODS
<b>Week 6</b>	F2F	Shocks syndrome, Severe sepsis, Septic shock, and MODS
<b>Week 7</b>	F2F	Pulmonary alterations
<b>Week 8</b>	F2F	<b>NO CLASS</b> – Fall break
<b>Week 9</b>	F2F	<b>Exam 2</b> and Disaster preparedness and triage training for nursing Pulmonary case study
<b>Week 10</b>	F2F	Neurologic alterations
<b>Week 11</b>	F2F	Neurologic alterations
<b>Week 12</b>	F2F	GI Alterations: Esophageal varices, acute hepatic failure, acute pancreatitis
<b>Week 13</b>	F2F	<b>NO CLASS</b> - Thanksgiving Break
<b>Week 14</b>	F2F	<b>ATI Proctored Exam</b> Renal and Endocrine alterations
<b>Week 15</b>	F2F	In class activity case study
<b>Week 16</b>	F2F	<b>Final Exam</b>

## **FINAL EXAMINATION POLICY**

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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.

## **PLNU COPYRIGHT POLICY**

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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**

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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.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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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.

## **STATE AUTHORIZATION**

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State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.

<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

## **SCHOOL OF NURSING 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 (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the BSN Director and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

### GRADING POLICIES

- **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+
<u>*75 - 77%</u>	=	<u>C</u>
73 - 74%	=	C-
71 - 72%	=	D+
68 - 70%	=	D
Below 68%	=	F

- All assigned course work must be completed to receive a final course grade and progress in the program
- All assignments are to be submitted as specified by faculty, including assignments posted in *Canvas* or completed in practicum
- \*In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on all assignments. 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 nursing or non-nursing) students may repeat one course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.

### COURSE-SPECIFIC POLICIES

- Class attendance and participation is vital to the learning process and success of the course; therefore, it is an expectation that all students will be present and participate in class discussion on a consistent basis. These discussions will be based on the assigned reading with integration of clinical examples from the student's practice.
  - All assignments must be submitted per instructions on the due date and time. Ten percent (10%) will be deducted from total earned points for each 24-hour period, including weekends and holidays. Day 1 starts on specified due date/time. In the

event of unforeseen circumstances, it is the responsibility of the student to proactively communicate directly with course faculty.

### TEACHING AND LEARNING STRATEGIES

- Lecture/Discussion
- Canvas Learning Assignments
- Case Study Analysis
- Audio-visual Aids
- Student Presentation's
- Written Assignments
- Group Discussion
- Assigned Readings
- ATI Resources

### METHODS OF ASSESSMENT & EVALUATION: Required Learning Activities\*

All evaluation is based on achievement of stated course objectives. Evaluation tools include exams, quizzes, ATI practices, ATI proctored test, assignments, written paper, and presentation of selected research article for the Journal club activity.

<i>Exams and Quizzes</i>	<b>Total Possible</b>	<i>Minimum of points (75% needed in each exam points to pass the course)</i>
Lecture Exam #1	100	75
Lecture Exam #2	100	75
Final Exam	100	75
Proficiency level 2-3 = 30 pts Proficiency level 1 = 26 pts Below Proficiency level 1 = 22.5 pts ATI Proctored Exam*	30	22.5
<i>Total points possible for theory exams</i>	330	<i>Minimum of 75% ( 300 points) needed in Exam points to pass course</i>
<i>ATI Modules for targeted review</i>		<b>N/A</b>
1. ATI RN Adult 2016 A (Week 6) - Active Learning Templates for topics missed due Week 8	10 10	Received scores of > 90% = 10 pts Received score of 75- 89% = 8.5 pts
2. ATI RN Adult 2016 B (Week 11) - Active Learning Templates for topics missed due Week 13		Received score of 50- 75% = 7.5 pts
In class activity/case studies (week 15)	50	
<i>Clinical assignments</i>		<b>N/A</b>
Evidence-Based Nursing Care Plan (see rubric for grading)	80	
Journal Club (group project)	15	
<b>Total points</b>	<b>495</b>	

\*ATI PROCTORED EXAM (see ATI Policy attached to syllabus)

**Proctored ATI is mandatory and is to be completed to receive credit for this course.**

Concurrent clinical experience in partial fulfillment of Public Health California Code of Regulations (PHCCR) 1491 and in accordance with the American Public Health Association's (APHA) definition and practice of public health nursing (Section 2013):

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Public health nursing is a specialty practice within nursing and public health. It focuses on improving population health by emphasizing prevention, and attending to multiple determinants of health. Often used interchangeably with community health nursing, this nursing practice includes advocacy, policy development, and planning, which addresses issues of social justice.

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## **TESTING**

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. It is the student's responsibility to arrange for a make-up exam, with the professor, by 3:00 pm on the Monday after the missed exam.
- Quizzes will not be made up.
- Examinations and quizzes consist of multiple-choice and alternative format questions. Bring a scratch paper and calculator.

### **During Testing**

- Please assure that your cell phone is on **SILENT** mode and remains in your backpack.
- The following items may be on the desktop at the time of examination: Pencils, scratch paper, calculator, prescription/reading eye glasses. No drinks, food, eyeglass cases, etc. are permitted on the desktop.
- Only calculators with **BASIC** mathematical functions (e.g. +, -, x, ÷) may be used during an 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 scratch paper placed face down, on the desktop. All backpacks/cell phones to remain in the classroom during break.

### **After Testing**

- Students scoring  $\leq 75\%$  on each exam are **highly encouraged** to make an appointment with the instructor to review the exam.
- Exam review appointments may be available at the instructors' discretion. These reviews must be completed within one week after the exam and may be in small groups. To contest an unresolved test question, the student will prepare a two-page APA format paper utilizing required assigned readings from course textbooks and lecture content. **Due date is two weeks after exam.**

- 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**

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. Studies have shown that consistent and appropriate use of these resources can increase a student's potential in obtaining a passing score on the NCLEX.

**In the NSG 340 course**, ATI will be used as part of the outside classroom assignments. Please see the evaluation rubric for detail.

The student will be responsible for completing the targeted review ATI by the due date.

Points will be awarded based on the completion of the target review ATI. **No partial credit** will be given for these assignments.

## **Assessment Technologies Institute (ATI)**

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### **What does ATI offer?**

- Assessment Technologies Institute (ATI) offers an assessment driven comprehensive review program designed to enhance student NCLEX® success.
- The comprehensive ATI review program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources such as the ATI Plan can be accessed from "My ATI" tab. It is highly recommended that you spend time navigating through these orientation materials.

### **Review Modules/eBooks:**

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

### **Tutorials:**

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

**Assessments:**

There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

**Focused Reviews/Active Learning/Remediation:**

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student's individual assessment report will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

**Content Mastery Series | Grading Rubric**  
**(Using a combination of the CMS practice and proctored assessments to achieve 10% of the course grade)**

Practice Assessment	
4 %	
<p style="text-align: center;"><b>Complete Practice Assessment A</b></p> <p style="text-align: center;"><i>Remediation:</i></p> <ul style="list-style-type: none"> <li>• For each topic missed, complete a handwritten active learning template</li> </ul>	<p style="text-align: center;"><b>Complete Practice Assessment B</b></p> <p style="text-align: center;"><i>Remediation:</i></p> <ul style="list-style-type: none"> <li>• For each topic missed, complete a handwritten active learning template</li> </ul>



Standardized Proctored Assessment			
Level 3 = 4 %	Level 2 = 3 %	Level 1 = 1 %	Below Level 1 = 0 %

<b>Remediation = 2 %:</b> <ul style="list-style-type: none"> <li>• For each topic missed, complete a handwritten active learning template</li> </ul>	<b>Remediation = 2 %:</b> <ul style="list-style-type: none"> <li>• For each topic missed, complete a handwritten active learning template</li> </ul>	<b>Remediation = 2 %:</b> <ul style="list-style-type: none"> <li>• For each topic missed, complete a handwritten active learning template</li> </ul>	<b>Remediation = 2 %:</b> <ul style="list-style-type: none"> <li>• For each topic missed, complete a handwritten active learning template</li> </ul>
<b>10/10 %</b>	<b>9/10 %</b>	<b>8/10 %</b>	<b>7.5/10 %</b>
<b>Proctored Assessment Retake*</b>			
<b>No Retake Required</b>	<b>No Retake Required</b>	<b>Retake Recommended</b>	<b>Retake Recommended</b>



## Student Acknowledgement

Initial all and sign below:

\_\_\_\_\_ I have received a copy of and have read and understand the SON ATI Assessment and Review Policy

\_\_\_\_\_ I understand that it is my responsibility to utilize all of the books, tutorials and online resources available from ATI, as designated by the SON.

\_\_\_\_\_  
Student printed name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student signature

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Allender, Judith Ann., Warner, Kristine D., Rector, Cherie L. Allender, Judith Ann. (8<sup>th</sup> Eds.) (2014). *Community & public health nursing: promoting the public's health*. Philadelphia: Lippincott Williams & Wilkins

ATI RN Adult Medical and Surgical Nursing Review Module Edition 9. (2013)

Urden, L.D., Stacy, K.M., & Lough, M.E. (2014). *Critical Care Nursing: Diagnosis and Management (7th ed)*. Mosby Elsevier: St. Louis. (ISBN 9780323091787).

## ASSESSMENT OF LEARNING OUTCOMES & STUDENT PORTFOLIO

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The School of Nursing (SON) uses Livetext™ to conduct ongoing program assessment. All required courses in the SON use Livetext™ to assess and grade the Signature Assignment(s). **and to conduct clinical evaluation for clinical courses.** For this course, ***the following documents(s) MUST BE submitted to LIVETEXT™ for assessment and grading:***

Signature Assignment:

1. Evidence-based care plan
2. Guided Reflective Clinical Journal Assignments (faithfully journals)

Prior to the conclusion of each course, the student is required to update their LIVETEXT Portfolio. The portfolio is a body of work that demonstrates achievement of required program outcomes and supports professional development. For this course, the following document(s) MUST BE attached to the student's Professional Portfolio in the "Body of Work" section in LIVETEXT in order to pass the course.

**Note:** *Simply submitting an assignment into LIVETEXT for assessment/grading is NOT sufficient. The documents listed below must be attached to the LIVETEXT Professional Portfolio in the designated course area in the "Body of Work:*

- **Signature Assignment:**
  1. Evidence-based care plan
  2. Guided Reflective Clinical Journal Assignments (faithfully journals)
- **Leadership/Service Requirement**  
Leadership: Attendance at professional association meetings (e.g. STTI, ACCN, AORN, SDNAHN, etc). This requirement is to be completed per course syllabus (i.e. NSG 250 or 260, 340, 480). \*See the form under the module tab.

The student may also create a separate section either within the "Body of Work" or within the general Professional Portfolio to document additional activities that contribute to their professional development (jobs, clubs, awards, volunteer experience, required leadership attendance, etc.). However, these items are not required.

**IMPORTANT:** Failure to update your LIVETEXT Professional Portfolio with the required



signature assignments for the course will result in withholding of the final course grade and will affect progression in the program until the LIVETEXT Professional Portfolio is updated appropriately.

### **Activity 1: Evidence-Based Nursing Care Plan**

DUE: November 16, 2018

**Evaluation:** Total points possible: 80 (see rubric for the details on grading)

This learning activity is designed to help students integrate various forms of evidence in developing an evidence-based nursing care plan and discuss the significance of providing EBP-based nursing care.

1. Select one patient from the clinical setting and write this scholarly paper by addressing the history of illness, underlying pathophysiology of the disease process, nursing diagnosis, and nursing managements.
2. Use various references including textbooks, drug guide book, textbook for laboratory values, etc. The government or professional organizational association official websites can be cited using APA format. Consumer internet websites such as WebMD or Wikipedia cannot be used as citation sources.
3. Develop THREE highest priority NANDA-approved nursing diagnoses (two from physiological assessment and one from psychosocial assessment). Develop nursing interventions based on one Clinical Practice Guidelines (CPGs), or two best current research evidence (less than 5 years old).
4. Attach appendices of diagnostic (and lab) findings table and medications table. The appendices should link to appropriate content in the paper.
5. The paper no more than 10 pages, excluding title page, reference pages, and appendix pages.
6. The entire paper must meet all criteria of APA 6<sup>th</sup> ed. (refer to grading rubric and criteria).
7. **Late assignments will follow SON policy-10% points deducted if assignment past due date and time. This includes weekends. For example, if assignment is due at 8:00 am and turned in at 8:01, 10 % will be deducted. If the paper is turned in 24 hours after the due date and time, no credit will be given and the student will not pass the course.**

**Student Learning Outcomes:** Upon completion of the clinical and discussion, the student will be able to:

1. Apply EBP knowledge and skills in patient care.
2. Develop a patient-specific, evidence-based nursing care plan based on: a) obtain assessment data; b) develop nursing diagnoses with expected outcomes; c) implement nursing interventions; and d) evaluate patient outcomes.
3. Demonstrate the critical thinking skills by integrating pathophysiology of disease process of a selected patient case scenario.
4. Write a scholarly paper according to APA guidelines.

**See NSG 341 syllabus for grading rubric of Evidence-based nursing care plan**

**LEARNING ACTIVITY 2: Journal Club Presentation**

**Due: assigned by clinical professor, presented in post conference**

See NSG 341 syllabus for grading rubric of Journal Club Presentation

### **LEARNING ACTIVITY 3: REFLECTIVE CLINICAL JOURNAL for Junior Level response to Faithfully's**

Evaluation: Satisfactory/Unsatisfactory

**Student Learning Outcomes:** Upon completion of each reflective journaling, the student will be able to:

1. Utilize the self-reflective journaling as a means of enhancing nursing professional values.
2. Engage in ongoing self-reflection and professional development as a life-long learner.

In addition to weekly clinical log/journal, students are required to submit **TWO Guided Reflective Journals** on “**Courage**” and “**Respect/dignity for others**”. The students will describe clinical exemplars of the care they provided and how their care was achieved each of the outcomes below. The paper will be written in single-spaced, 1-2 pages in length and uploaded into LiveText.

#### **1. Following faithfully: Respect/dignity for others**

Provide an example of interaction with patients/family members with diverse ethnic, cultural, religious, language or age backgrounds. Initiate effective patient-centered, nursing interventions to engage patients/family in active partnership that promotes health, safety and self-care management. The nursing interventions and patient education should also incorporate patient values, preferences and expressed needs. Reflect upon the respect and dignity for others.

#### **2. Leading Faithfully: Courage**

Seek out examples of “**courage**” performed by self and/or others. Explore the literature for references that define “**courage**”. Reflect upon your clinical experience that exemplifies courageous behavior.

**TOPIC: Week 1-EKG: Thursday**

**Student Learning Outcomes:** Upon completion of this class session and discussion, students will be able to:

1. Interpret normal electrical conduction-NSR.
2. Explain hemodynamic consequence of cardiac arrhythmias (atrial fibrillation, sinus bradycardia, sinus tachycardia, ventricular tachycardia, ventricular fibrillation, premature ventricular contraction).
3. Discuss the nursing management of cardiac arrhythmias (atrial fibrillation, sinus bradycardia, sinus tachycardia, ventricular tachycardia, ventricular fibrillation, premature ventricular contraction).
4. Incorporate gerontologic considerations for cardiac arrhythmias.

Reading assignments		
Sources	Topics	Pages
Urden, Stacy, & Lough (2014). Ch. 13	ECG	235-257, 259-264
ATI Ch.28	EKG and Dysrhythmia monitoring	169-174
Canvas	PPT slides- Basic ECG Lecture	

**TOPIC: Week 1: Hemodynamic and Oxygenation Monitoring**

**Student Learning Outcomes:** Upon completion of this class session and discussion for the critically ill patient, students will be able to:

1. Evaluate the factors that influence cardiac output, preload, contractility, afterload and oxygenation.
2. Explain nursing management to normalize hemodynamic and oxygenation status.
3. Discuss the relationship between Hgb, PaO<sub>2</sub> and oxygen delivery.
4. Assess indicators and nursing management for intra-arterial blood pressure (arterial line), CVP, and PA catheter.
5. Discuss patient/family education needs.
6. Discuss gerontologic considerations.

Reading assignments		
Sources	Topics	Pages
Urden, Stacy, & Lough(2014). Ch. 13	Hemodynamic monitoring	199-201
	Intra-arterial blood pressure monitoring (Arterial line)	201-203
	CVP	208-212
	Cardiac output determinants	178-179, 213-218
ATI Ch. 27	Cardiovascular Diagnostic and Therapeutic Procedures	161-168
Urden, Stacy,	Oxygenation monitoring.	222-229

& Lough(2014). Ch. 13		
Canvas	PPT slides 1. Hemodynamic and oxygenation monitoring	

**TOPIC: Week 2: Community Health- Caring for Vulnerable Populations (Prof. Rowe)**

**Student Learning Outcomes:** Upon completion of this class session and discussion for the care of patients in a vulnerable population, the students will be able to:

1. Identify groups of populations within San Diego that are vulnerable to poor health and disease.
2. Discuss evidence-based research on treatment for prevention of chronic diseases.
3. Evaluate barriers that patients face when attempting to get basic needs met (food, shelter, employment, family support).
4. Incorporate gerontologic considerations  
View the videos before class located in the clinical module section labeled, "Health Promotion Center."

**TOPIC: Week 2: Management of Pain, Sedation, Agitation, and Delirium**

**Student Learning Outcomes:** Upon completion of this class session and discussion for the critically ill patient, students will be able to:

1. Evaluate physiologic consequences of pain.
2. Select pain and delirium assessment tools.
3. Identify management strategies to address causes of agitation.
4. Discuss patient/family education needs.
5. Incorporate gerontologic considerations.

Reading assignments		
Sources	Topics	Pages
Urden, Stacy, & Lough(2014). Ch. 9 ATI Ch.8	Management of pain	119-133
	Pain Management	25-30
Urden, Stacy, & Lough(2014). Ch. 9	Management of sedation and agitation.	137-141
	Management of delirium.	141-144
Canvas	PPT slides 1. Pain, sedation, agitation, and delirium	

### TOPIC: Week 3: Cardiovascular alterations

**Student Learning Outcomes:** Upon completion of this class session and discussion for the critically ill patient students will be able to:

1. Discuss assessment findings, nursing responsibilities and management of acute coronary syndrome (Acute MI).
2. Discuss the indications and nursing management of patient undergoing fibrinolytic therapy, Cardiac catheterization (PCI), coronary artery bypass graft (CABG), and intra-aortic balloon pump (IABP).
3. Discuss the patient/family education regarding care for cardiac interventions.
4. Discuss gerontologic considerations.

Reading assignments		
Sources	Topics	Pages
Urden, Stacy, & Lough(2014). Ch. 15	Acute coronary syndrome Cardiac biomarkers Cardiac enzymes	294-306
ATI Ch. 27	Cardiovascular Diagnostic and Therapeutic Procedures	161-168
ATI Ch. 31	Angina and Myocardial Infarction	191-196
ATI Ch. 32	Heart failure and Pulmonary Edema	197-204
Urden, Stacy, & Lough(2014). Ch. 15	Fibrinolytic therapy, Cardiac interventions (PCI) CABG and IABP	370-375 382-388, 390-392
ATI Ch. 30	Invasive Cardiovascular procedures	181-190
Canvas	PPT slide 1. Acute coronary syndrome and managements	

<b>Wk. 4</b>	<b>Exam # 1; Lecture after exam</b>
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### TOPIC: Week 4: Burn and DIC

**Student Learning Outcomes:**

1. Discuss pathophysiology of burns.
2. Discuss the classification of burn injury.
3. Discuss nursing management of burns.
4. Discuss Patient/family education considerations.
5. Discuss gerontologic considerations.
- 6.

Urden, Stacy, & Lough(2014).	Classifications of burn injuries Management of burns	840-853
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Ch. 35		
Urden, Stacy, & Lough(2014). Ch. 37	DIC	904-909
ATI Ch.42	Coagulation disorders	259-260
Canvas	PPT slides	

**TOPIC: Week 5 and Week 6: Shock Syndrome, Sepsis, Multiple Organ Dysfunction Syndrome (MODS),**

**Student Learning Outcomes:** Upon completion of this class session and discussion for the critically ill patient, students will be able to:

1. Discuss pathophysiology of shock states, sepsis, & MODS,
2. Interpret assessment findings for shock states, sepsis, & MODS
3. Discuss nursing management for shock states, sepsis, & MODS,
4. Discuss Patient/family education considerations.
5. Discuss gerontologic considerations.

Reading assignments		
Sources	Topics	Pages
Urden, Stacy, & Lough(2014). Ch. 34	Shock syndrome	801-804
	Sepsis and Septic shock.	815-823
	MODS	823-827, 830-833
ATI Ch. 37	Hemodynamic Shock	231-237
Canvas	PPT slides 1. Shock syndrome, Sepsis, and MODS	

**TOPIC: Week 7: Pulmonary alterations**

**Student Learning Outcomes:** Upon completion of this class session and discussion for the critically ill patient, students will be able to:

1. Discuss pathophysiology of ARDS.
2. Evaluate assessment findings of ARDS.
3. Discuss nursing management of ARDS.
4. Discuss nursing management of chest tube management.
5. Discuss nursing management of mechanical ventilation.
6. Discuss Patient/family education considerations.
7. Discuss gerontologic considerations.

Sources	Topics	Pages
ATI Ch.18	Chest tube insertion and monitoring	103-106
ATI Ch.19	Respiratory management and mechanical ventilation	107-115
Urden, Stacy, &	Ventilation and perfusion relationship	425-427

Lough(2014). Ch.16		
Urden, Stacy, & Lough(2014). Ch. 18	Arterial blood gas (ABGs)	445-447
Urden, Stacy, & Lough(2014). Ch. 19 ATI Ch.26	Acute respiratory distress syndrome (ARDS).	460-466
	Pneumothorax and chest tube drainage system	478-480
	Respiratory failure	153-158
Urden, Stacy, & Lough(2014). Ch. 20	Ventilator-induced lung injury	499-502
Canvas	PPT slides 1. ARDS, pneumothorax and managements	

<b>Wk. 8</b>	<b>Fall Break NO CLASS</b>
<b>Wk. 9</b>	<b>Exam 2; Lecture after exam</b>

**TOPIC: Week 10 and Week 11: Neurologic alterations**

**Student Learning Outcomes:** Upon completion of this class session and discussion for the critically ill patient, students will be able to:

1. Discuss the physiologic changes affecting increased intracranial pressure.
2. Discuss pathophysiology of increased intracranial pressure.
3. Discuss assessment findings of increased intracranial pressure.
4. Differentiate nursing management of increased intracranial pressure.
5. Discuss Patient/family education considerations.
6. Discuss gerontologic considerations.

Reading assignments		
Sources	Topics	Pages
Urden, Stacy, & Lough(2014). Ch. 23 ATI Ch.14	Intracranial hypertension (Increased ICP)	597-604
	Head injury	75-80
Canvas	PPT slides 1. Neuro alterations and managements	



### TOPIC: Week 12: GI alterations

**Student Learning Outcomes:** Upon completion of this class session and discussion, students will be able to:

1. Discuss pathophysiology of acute pancreatitis, acute hepatic failure, and esophageal varices
2. Discuss nursing management of acute pancreatitis, acute hepatic failure, and esophageal varices
3. Discuss management to prevent complications in patients undergoing paracentesis and liver biopsy
4. Discuss Patient/family education considerations.
5. Discuss gerontologic considerations.

Reading assignments:		
Sources	Topics	Pages
Urden, Stacy, & Lough(2014). Ch. 28 ATI Ch.47	Liver biopsy	679
	Paracentesis	299
Urden, Stacy, & Lough(2014). Ch. 29 ATI Ch.48, 55	Esophageal varices	681-686
	Acute pancreatitis	686-692
	Acute liver failure	692-694
	Esophageal disorders, Hepatitis and cirrhosis	307-314, 353-360
Canvas	PPT slides 1. GI Alterations and managements	

<b>Wk. 13</b>	<b>Thanksgiving Break</b>
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### TOPIC: Week 14: Renal and Endocrine Alterations

**Student Learning Outcomes:** Upon completion of this class session and discussion, students will be able to:

1. Discuss pathophysiology of chronic renal failure.
2. Discuss nursing management chronic renal failure.
3. Discuss pathophysiology of DKA, HHS.
4. Discuss nursing management of DKA, HHS.
5. Discuss patient/family education considerations.
6. Discuss gerontologic considerations.

Reading assignments		
Sources	Topics	Pages
Urden, Stacy, & Lough(2014). Ch. 26	Acute Kidney Injury (AKI),	631-636
	Diabetes Ketoacidosis (DKA) and Hyperglycemic Hyperosmolar state (HHS)	735-747
ATI Ch. 59	Chronic Kidney Disease	381-383
ATI Ch. 82-83	DM management and complications	527-540
Canvas	PPT slides 1. Renal Alterations and managements 2. Endocrine alterations and management	

<b>Wk. 14</b>	<b>ATI Proctored exam – bring your computer with you to class</b>
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<b>Wk 15</b>	<b>Final Exam December 10<sup>th</sup> @ 1030</b>
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## Student Acknowledgement

Initial all and sign below:

\_\_\_\_\_ I have received a copy of and have read and understand the Nursing 340/341 Spring 2018 Syllabus

\_\_\_\_\_ I understand that it is my responsibility to utilize all of the books, assignments, lectures and online resources provided in the Syllabus.

\_\_\_\_\_

Student printed name

\_\_\_\_\_

Date

\_\_\_\_\_

Student signature