



School of Nursing
NSG340: Adult Health III
2 units

Fall 2015

Meeting days: Fridays	Instructor: Bulaporn Natipagon-Shah
Meeting times: 7:25 AM-9:20AM	Phone/ Text message: 619-772-1028
Meeting location: Liberty Station 207	E-mail: bnatipag@pointloma.edu
Placement: Junior	Liberty Station: Rm 101 Office hours: Wednesday 9:30-13:30 Friday 9:30-13:30 And by appointment
Final Exam: To be announced Location Liberty Station	Additional info: 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.

PREREQUISITES: Current Junior standing in the nursing program.

Note: A minimum grade of "C" must be achieved in all prerequisite courses for course eligibility.

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.

COURSE LEARNING OUTCOMES: Upon completion of NSG 340, the student will meet the following course outcomes:

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.

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.

Communicating Faithfully:

The student will actively engage in the dynamic interactive process that is interpersonal 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.

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.


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.

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 13 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

TOPIC OUTLINE

Weeks	Weekly Topics/Chapters	Reading/ Online modules//Exams
Wk. 1 Sept 4 th	<ul style="list-style-type: none"> • Unit 2: Management of pain, sedation, agitation, and delirium • Unit 3 Cardiac Alterations: Introduction to hemodynamic and oxygenation monitoring 	Reading <ul style="list-style-type: none"> • Chapter 9, 10 • Articles (Canvas) • Chapter 14
Wk. 2 Sept 11 th	<ul style="list-style-type: none"> • Unit 3 Cardiac Alterations (cont'd): CAD, MI, Sudden Cardiac death, EKG monitoring, Abnormal cardiac rhythms and management, Cardiovascular lab assessment 	Reading <ul style="list-style-type: none"> • Chapter 15-16 • Articles (Canvas)
Wk. 3 Sept 18 th	<ul style="list-style-type: none"> • Unit 3: Cardiac Alterations (cont'd): Therapeutic management of pace makers, ICD, fibrinolytic therapy, catheter intervention, cardiac surgery, Intra-aortic balloon pump 	Reading <ul style="list-style-type: none"> • Chapter 15-16 • Articles (Canvas)
Wk. 4 Sept 25 th	<ul style="list-style-type: none"> • Unit 9: Shock, Sepsis, Multiple Organ Dysfunction Syndrome (MODS) 	Reading <ul style="list-style-type: none"> • Chapter 35 • Articles (Canvas) Exam #1 Unit 2 & 3
Wk. 5 Oct 2 nd	<ul style="list-style-type: none"> • Unit 4 Pulmonary Alterations: Acute respiratory failure, Acute Lung injury, Pulmonary embolism 	Reading <ul style="list-style-type: none"> • Chapter 19-21 • Articles (Canvas)
Wk. 6 Oct 9 th	<ul style="list-style-type: none"> • Unit 4: Pulmonary Alterations (cont'd): Pulmonary therapeutic management, Long-term mechanical ventilator dependence 	Reading <ul style="list-style-type: none"> • Chapter 19-21 • Articles (Canvas)
Wk. 7 Oct 16 th	<ul style="list-style-type: none"> • Unit 5: Neurologic alterations: Care of pts with Coma, Guillian-Barre syndrome, and Spinal cord injury 	Reading <ul style="list-style-type: none"> • Chapter 23-24 • Articles (Canvas) Exam #2 Unit 4 & 9
Wk. 8 Oct 23 rd		
Wk. 9 Oct 30 th	<ul style="list-style-type: none"> • Unit 5: Neurologic alterations (cont'd): Intracranial hypertension, Craniotomy, pharmacologic agents 	Reading <ul style="list-style-type: none"> • Chapter 23-24 • Articles (Canvas)
Wk. 10 Nov 6 th	<ul style="list-style-type: none"> • Unit 6: Renal alterations Acute kidney injury, acute tubular necrosis, at-risk disease states and acute kidney injury, Renal replacement therapy 	Reading <ul style="list-style-type: none"> • Chapter 26-27 Articles (Canvas)

Wk. 11 Nov 13 th	<ul style="list-style-type: none"> Unit 7: Gastrointestinal alterations Acute gastrointestinal hemorrhage, Acute pancreatitis, Hepatic failure	Reading <ul style="list-style-type: none"> Chapter 29-30 Articles (Canvas) Exam #3 Unit 5&6
Wk. 12 Nov 20 th	<ul style="list-style-type: none"> Unit 8: Endocrine alterations Diabetes ketoacidosis, Hyperglycemic & hyperosmolar state	Reading <ul style="list-style-type: none"> Chapter 32-33 Articles (Canvas)
Wk. 13 Nov 27 th		
Wk. 14 Dec 4 th	<ul style="list-style-type: none"> Unit 8: Endocrine alterations (cont'd) Diabetes insipidus, Syndrome of inappropriate secretion of antidiuretic hormone, thyroid storm, Myxedema coma	Reading <ul style="list-style-type: none"> Chapter 32-33 Articles (Canvas)
WK 15 Dec 11 th	<ul style="list-style-type: none"> Hematologic Disorders: DIC Review	Reading <ul style="list-style-type: none"> Chapter 37 Articles (Canvas)
Wk. 16 Final week		Accumulative Final Exam

LEARNING STRATEGIES:

Teaching strategies will include lecture, testing, case study, group discussion, written assignment, required readings, in-class group PowerPoint presentation, and Journal Club presentation.

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 has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See **Academic Policies** in the undergrad student catalog.

INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted as specified by faculty, including assignments posted in Canvas.

Academic Dishonesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university's academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center \(DRC\)](#), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

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.

Test reviews are at the discretion of the instructor and will be allowed for only 2 weeks post the test date. Any challenges to posted grades can be submitted in writing to the instructor for review by instructor. All decisions by the instructors are final.

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.

School of Nursing

Professional Standards

Students are required to adhere to professional standards while students at PLNU. . The nursing department has developed these standard 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 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 the SON handbook and may include assignment/class failure and possible dismissal from the program.

SCHOOL OF NURSING: 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+
75 – 77%	=	C - Must have minimum of 75% to progress in the
<u>program</u> 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-requi- site or nursing course the student will be dismissed from the nursing program.
- **If a student feels that their grade on an assignment or test is not correct, he/she may present their objections to the instructors in a written format.**
- Test review will be done upon requests for the 2 weeks that follow the exam. After that time period, there will no further review or written objections accepted by the instructor. Please schedule an appointment with the instructor to review the ex- ams. *No electronic devices or note taking may be present during reviews.*

METHODS OF EVALUATIONS:

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

<u>Lecture Assignments/ Exams</u>	
Lecture Exam #1	15%
Lecture Exam #2	15%
Lecture Exam #3	15%
Lecture Final exam	30%
ATI* exam	5%
Pre-class quizzes/Case studies	3%
Class participation (see class participation rubric)	2%
<u>Clinical Practicum Assignments</u>	
Evidence-Based Nursing Care Plan (85 points)	10%
Journal Club Presentation (15 points)	5%
Clinical practicum evaluation (Pass/Fail) (See Competency Performance Evaluation Tool posted in Canvas)	(Pass/Fail)
Total	100%

ATI* Testing

- **Each student is expected to take the proctored ATI test on (date and time to be announced) in Main computer lab.**
- An ATI exam is to be completed to receive credit for this course.
- **An extra** 5 points will be given toward total exam scores if proctored ATI composite score meets the “Proficiency Level 2”.

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Class Participation Rubric

0%	1%	2%
<ul style="list-style-type: none"> • Does not complete readings prior to class as shown by the followings: does not contribute to class discussion on a consistent basis, rarely answers and asks questions relevant to the topic • Talks to others or focuses on personal computer and or others devices rather than class discussions and presentations 	<ul style="list-style-type: none"> • Somewhat prepares for class and completes assigned readings as shown by the followings: participates from time to time in discussion by answering and asking questions relevant to the topic 	<ul style="list-style-type: none"> • Consistently prepares for class by completing assigned readings as shown by the followings: consistently participates in discussion by answering and asking questions relevant to the topic, expands and connects class discussion to class readings, previous class discussions/seminars or experiences
<ul style="list-style-type: none"> • Absent > 2 times • Does not request excused absence prior to class. • Consistently late to class 	<ul style="list-style-type: none"> • Request/notification of absence submitted to professor prior to class time. • Occasionally arrives late to class. • When late, enters without being disruptive to others. 	<ul style="list-style-type: none"> • Arrives to class on time • Request/notification of absence submitted to professor prior to class time •

REQUIRED TEXTS:

Urden, L.D., Stacy, K.M., & Lough, M.E. (2013). *Critical Care Nursing: Diagnosis and Management (7th ed)*. Mosby Elsevier: St.Louis. (ISBN 9780323091787).

Kee, J.L., & Marshall, S.M. (2009). *Clinical calculations with applications to general and specialty areas (6th ed)*. St Louis, MO: Saunders.

PORTFOLIO REQUIREMENT

At the conclusion of each course, students are expected to complete/update a LiveText portfolio including self-evaluation of outcomes using the BSN Growth Portfolio temple. The

portfolio provides evidence supporting professional development and attainment of PLNU SON BSN graduate outcomes. For this course, the following assignment(s) are required to be submitted in LiveText®

1. Signature Assignment:
 - a. Evidence-based nursing care plan paper **(due date is on Nov 20th at 8 am.)**
 - b. Journal club presentation
2. Two Guided Reflective Clinical Journal Assignments:
 - a. Courage
 - b. Respect/dignity for others

Students are **strongly encouraged to submit additional coursework** into LiveText® to demonstrate personal and professional growth.

LEADERSHIP COMPONENT

- Attendance of at least **one** School of Nursing meeting is required on an annual basis for each student.
- **Junior students** are required to attend any School of Nursing meeting (schedule posted in the student lounge) **during Adult Health III semester**. Attendance at a meeting will be a part of clinical evaluation.
- The **Professional Dress day** for School of Nursing is scheduled for Monday,

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Learning Activity 1: Evidence-Based Nursing Care Plan

DUE: **Nov 20th at 8:00 am**. in the clinical instructor's electronic mailbox (Attach the grading rubric)

Evaluation: **Graded 85 points**

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 a scholarly paper by addressing the history of hospital admission, underlying pathophysiology of the disease process, medical management and nursing management strategies. The steps of nursing process will be utilized in this paper.
2. Use various references including textbooks, drug guide book, textbook for laboratory values, etc. **A minimum of TWO current (usually less than 5 years old) scholarly articles** should be used in discussing pathophysiology and medical (pharmacological or surgical) management.
3. The government or professional organizational association official websites can be cited with link and date accessed. However, **do not cite the consumer internet website such as WebMD or Wikipedia... etc.**
4. For nursing managements, develop **THREE highest priority NANDA-approved nursing diagnoses** (two from physiological assessment and one from psychosocial assessment). Develop nursing care plan for each nursing diagnosis based on various levels of evidence, including Clinical Practice Guidelines (CPGs), Systematic Reviews (SRs) or best current single research evidence. **At least ONE CPG and Two evidences (SRs or single research evidence)** should be used for supporting the three nursing diagnoses and nursing care plan.
5. The assignment is not to exceed 15 pages for the body of the paper, excluding title page, references and tables in APA (6th ed.) format. Refer to grading rubric and criteria.
6. **If the assignment is turned in late (after **Nov 20th at 8:00 am**), there will be automatic 15 point deduction. If the paper is not in the clinical instructor's electronic mailbox by midnight on **Nov 20th** another 15 points will be deducted. If the paper is not received in the electronic mailbox of their clinical instructor by 2000 on **Nov 20th**, there will be no points given to the paper. It is the student's responsibility to make sure that the instructor receives the paper.**

Student Learning Outcomes: Upon completion of this assignment, 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.

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Grading rubric: Evidence-based nursing care plan

Student's Name: _____

Total Score: 85points

Competencies/ Outcomes	Initial (<75%)	Emerging (75-80%)	Developed (80-89%)	Highly developed (90-100%)
<p>Introduction: 2 pts</p> <p>Discuss the significance of providing EBP-based nursing care plan; Incorporate evidence-based practice into developing nursing care plan</p>	<p>Score: 0-0.5 pts</p> <p>Significance of EBP and purpose statement is inaccurate</p> <p>Connection to evidence-based nursing care plan is absent</p>	<p>Score: 1 pt</p> <p>Significance of EBP and purpose statement is too broad or very vague.</p> <p>Connection to evidence-based nursing care plan is very weak</p>	<p>Score: 1.5pts</p> <p>Significance of EBP and purpose statement is on target but a bit vague or broad.</p> <p>General connection to evidence-based nursing care plan</p>	<p>Score: 2 pts</p> <p>Discuss the significance of providing EBP-based nursing care plan Purpose statement is clear and well focused.</p> <p>Logical connection to individualized evidence-based nursing care plan</p>
<p>Medical History: 2 pts</p> <p>Describe past and current medical history</p>	<p>Score: 0-0.5 pts</p> <p>No information on either past or current medical history</p>	<p>Score: 1 pt</p> <p>Either past or current medical history is missing</p>	<p>Score: 1.5pts</p> <p>Weak connection</p>	<p>Score: 2 pts</p> <p>Smooth flow from past medical history to current medical history</p>

Review of disease process: 20 pts	Score: <15	Score: 15-16	Score: 16-18	Score: 18-20
<p>Demonstrate the critical thinking skills by integrating pathophysiology of disease process of a selected patient case scenario.</p>	<p>Overall vague discussion and missing > 4 parts</p> <p>No connection between the disease process and the current hospital course</p> <p>Lack of synthesis of the important evidence</p> <p>Lack of apparent in-depth understanding of the disease process Give factual information without citation.</p> <p>The entire section does not flow smoothly (lack of coherence)</p>	<p>Limited discussion of pathophysiology, predisposing factors, signs/symptoms, and medical/surgical management of the primary diagnosis (or missing 2 or 3 parts)</p> <p>Vague connection between the disease process and the current hospital course.</p> <p>Partial synthesis of limited amount of evidence</p> <p>Partial understanding of the disease process</p> <p>Use only textbooks for citations or outdated article</p> <p>The entire section is written rather diffusely</p>	<p>General discussion of pathophysiology, predisposing factors, signs/symptoms, and medical/surgical management of the primary diagnosis (or missing 1 part)</p> <p>Weak connection between the disease process and the current hospital course.</p> <p>adequate synthesis of the important evidence.</p> <p>General understanding of the disease process</p> <p>Uses only 1 current article in addition to textbooks</p> <p>Part of the section is written cogently and the flow a bit awkward.</p>	<p>Detailed discussion of the disease process by including pathophysiology, predisposing factors, signs/symptoms, and medical/surgical management of the primary diagnosis</p> <p>Strong connection between the disease process to the current hospital course.</p> <p>Critically synthesize important/relevant literature evidence</p> <p>In-depth understanding of the disease process</p> <p>Uses minimum of TWO current articles (< 5 years old) in addition to textbooks.</p> <p>The entire section is written cogently and flows smoothly.</p>

<p>Assessment: 10 pts</p> <p>Develop a patient-specific, evidence-based nursing care plan based on:</p> <p>Discuss subjective and objective assessment findings.</p>	<p>Score: <7.5</p> <p>Assessment findings are inaccurate</p> <p>Missing ≥ 4 system assessment findings and/or Erickson's developmental stage.</p>	<p>Score: 7.5-8</p> <p>Assessment findings are too vague or broad</p> <p>Missing ≥ 3 system assessment findings and/or Erickson's developmental stage.</p>	<p>Score: 8-9</p> <p>Assessment findings are on target but a bit vague or broad.</p> <p>Missing 1 or 2 body system assessment findings and/or Erickson's developmental stage</p>	<p>Score: 9-10</p> <p>Thorough, accurate Head-to-Toe assessment findings are presented in clear and succinct manner under subheading level of each body system</p> <p>Each physiological body system, psychosocial assessment findings and Erickson's developmental stage are reported.</p>
<p>Medication Table: 10 pts</p> <p>Develop a patient-specific, evidence-based nursing care plan based on:</p> <p>Develop Medication Table.</p> <p>Discussion of each medication, including 3 categories: (a) classification/action, (b) rationale: and (c) nursing implication.</p>	<p>Score: <7.5</p> <p>Limited discussion in any of 3 categories ≥ 4 drugs.</p> <p>Rationales/nursing implications are not relevant and not specific to this particular patient</p> <p>Not integration with current lab values</p> <p>Title and citation at the bottom of the Table are missing</p>	<p>Score: 7.5-8</p> <p>Limited discussion in any of 3 categories ≥ 3 drugs.</p> <p>Rationales/nursing implications are too general and broad for this particular patients</p> <p>Limited integration with current lab values</p> <p>Incorrect Title of the Table or citation at the bottom of the Table</p>	<p>Score: 8-9</p> <p>General discussion in any of 3 categories in 1 or 2 drugs.</p> <p>Rationales and nursing implications are partially relevant to this particular patient</p> <p>Some integration with current lab values</p> <p>Incorrect Title of the Table or citation at the bottom of the Table</p>	<p>Score: 9-10</p> <p>Detailed discussion in each category</p> <p>Rationales and nursing implications are relevant and specific to this specific patient</p> <p>Integrated with current lab values</p> <p>Correct Title of the Table.</p> <p>Cite the source at the bottom of the Table.</p>

<p>Lab Value Table: 10 pts</p> <p>Develop a patient-specific, evidence-based nursing care plan based on:</p> <p>Develop Lab Value Table.</p> <p>Discussion of each lab value, including (a) rationale; and (b) nursing implications (S/Sx of abnormal values, nursing actions and expected treatment modalities)</p>	<p>Score: <7.5</p> <p>Limited discussion in any of 3 categories \geq 4 drugs.</p> <p>Rationales/nursing implications are not relevant and not specific to this particular patient</p> <p>Not integration with current lab values</p> <p>Title and citation at the bottom of the Table are missing</p>	<p>Score: 7.5-8</p> <p>Limited discussion in any of 3 categories \geq 3 lab values.</p> <p>Rationales/nursing implications are too general and broad for this particular patients</p> <p>Limited integration with current medications</p> <p>Incorrect Title of the Table or citation at the bottom of the Table</p>	<p>Score: 8-9</p> <p>General discussion in any of 3 categories in 1 or 2 lab values.</p> <p>Rationales and nursing implications are partially relevant to this particular patient</p> <p>Some integration with current medications</p> <p>Incorrect Title of the Table or citation at the bottom of the Table</p>	<p>Score: 9-10</p> <p>Detailed discussion of each category.</p> <p>Rationales and nursing implications are relevant and specific to this specific patient</p> <p>Integrated with current medications</p> <p>Correct Title of the Table. Cite the source at the bottom of the Table.</p>
<p>Nursing Diagnoses: 10 pts</p> <p>Apply the basic EBP knowledge and skills in patient care.</p> <p>Develop a patient-specific, individualized evidence-based nursing care plan.</p> <p>3 NANDA-approved highest priority nursing diagnoses based on the abnormal assessment findings (2 physiological and 1 psychosocial nursing diagnosis)</p>	<p>Score: <7.5</p> <p>Inappropriate selection of nursing diagnosis in 3 of 3 nursing diagnoses (not based on the assessment findings)</p> <p>Inappropriate rationale (or missing) for 3 of the 3 nursing diagnoses</p> <p>Lack of evidence: missing both CPG and evidence</p>	<p>Score: 7.5-8</p> <p>Inappropriate selection of nursing diagnosis in 2 of the 3 nursing diagnoses (not based on the assessment findings)</p> <p>Inappropriate rationale for 2 of 3 nursing diagnoses</p> <p>Insufficient support: CPG is missing</p>	<p>Score: 8-9</p> <p>Inappropriate selection of nursing diagnosis in 1 of the 3 nursing diagnosis (not based on the assessment findings)</p> <p>Weak rationale for 1 of 3 nursing diagnoses</p> <p>Insufficient support from evidence: research evidence is missing</p>	<p>Score: 9-10</p> <p>Appropriate selection of all 3 nursing diagnoses</p> <p>Provide appropriate rationale for each nursing diagnosis</p> <p>Sufficient support from evidence: Provide 1 Clinical Practice Guidelines (CPG) and 2 additional evidence in supporting the 3 highest priority nursing diagnoses and overall all nursing care plan (Care Plan Table)</p>

<p>Care Plan Table for three nursing diagnoses: 10 pts</p> <p>Care Plan Table for each nursing diagnosis: including (a) measureable outcomes, (b) interventions; and (c) evaluation.</p>	<p>Score: <7.5</p> <p>Incomplete Care Plan Table in 3 of the 3 nursing diagnoses</p> <p>Title and citation at the bottom of the Table are missing</p>	<p>Score: 7.5-8</p> <p>Incomplete Care Plan Table in 2 of the 3 nursing diagnoses</p> <p>Incorrect Title of the Table or citation at the bottom of the Table</p>	<p>Score: 8-9</p> <p>Incomplete Care Plan Table: inaccurate information in 1 of the 3 categories</p> <p>Incorrect Title of the Table or citation at the bottom of the Table</p>	<p>Score: 9-10</p> <p>Detailed care plan Table.</p> <p>Correct Title of the Table.</p> <p>Cite the source at the bottom of the Table.</p>
<p>Summary: 1 pt</p> <p>Develop evidence-based nursing care plan:</p>	<p>Score: 0 pt</p> <p>Summary is missing</p>	<p>Score: 0.5 pt</p> <p>Summary does not address the purpose statement and related key findings</p>	<p>Score: 0.5 pt</p> <p>Summary partly addresses the purpose statement and related key findings</p>	<p>Score: 1 pt</p> <p>Summary addresses the purpose statement (significance of EBP-based nursing care) and related key findings</p>
<p>APA guidelines: 10 pts</p> <p>Write a scholarly paper according to APA guidelines.</p>	<p>Score: <7.5</p> <p>The entire section does not flow smoothly (lack of coherence)</p> <p>No consistency of APA format</p> <p>Constant/serious grammatical errors</p>	<p>Score: 7.5-8</p> <p>The entire section is written rather diffusely</p> <p>Frequent grammatical , spelling or mechanical errors (run-on sentence or fragments)</p> <p>Frequent deviations from APA format (≥4 areas)</p> <p>Occasional grammatical , spelling or mechanical errors (run-on sentence or fragments)</p>	<p>Score: 8-9</p> <p>Part of the paper is written cogently and the flow a bit awkward.</p> <p>Occasional deviations from APA format (2-3 areas)</p> <p>Occasional grammatical , spelling or mechanical errors (run-on sentence or fragments)</p>	<p>Score: 9-10</p> <p>Entire paper is written cogently and flows smoothly</p> <p>Follows APA format: style, references, citation, level of headings, abbreviation, .. etc.</p> <p>minimum of grammatical , spelling or mechanical errors</p>

POINT LOMA NAZARENE UNIVERSITY
School of Nursing

2

Learning Activity II: Journal Club Presentation

DUE: Date to be scheduled with Clinical Instructor.
Presentation will take place in post-conference. NO LATE PAPERS
ACCEPTED

Evaluation: Graded 15 points

This learning activity is designed to foster evidence-based nursing practice by providing a forum where relevant best current evidence could be discussed and implemented into practice. The clinical instructor will assign a **group of TWO students** at the beginning of the semester. This pair will provide a case presentation of the topics of clinical interest during post-conference. The topics should be related to High-acuity medical-surgical nursing.

The group will select **TWO articles: one for the disease process and the other for the re- search article** related to the nursing intervention. The group will prepare single-spaced one- page outline that summarizes the key elements of the research article, including synopsis and critical appraisal of the research article, and distribute the copies to the clinical group. The out- line should also include the reference lists of TWO articles.

During post-conference, the group will deliver a 20-minute presentation. One person in the group will present a patient case scenario using a **Concept map** on the whiteboard. The concept map should include: brief admission history, main diagnosis, pathophysiology, signs/symptoms, laboratory/diagnostic studies, key medications, medical management priorities, nursing management priorities, and evidence-based nursing care plans. The other person in the group will present the **synopsis and critical appraisal** of the research article.

During post-conference, the rest of the clinical group will provide peer evaluation of the group's presentation.

Student Learning Outcomes: Upon completion of this assignment, the student will be able to:

1. Demonstrate the basic knowledge, attitudes and skills in EBP process.
2. Demonstrate the application of research evidence and best practice models to nursing practice.
3. Critically examine the main components of the research article.
4. Disseminate the outcomes of best current evidence in a dynamic professional manner.

NSG341: Adult Health III
Grading Rubric: Journal Club

Students' Names: _____ Total score: /15 points

	Initial Score: 2 pts	Emerging Score: 3 pts	Developed Score: 4 pts	Highly developed Score: 5 pts
Knowledge/ Understanding: pts (5 pts)	Concept map: Presentation demonstrates lack of understanding and uses incorrect information Logical connection is absent or very weak between disease process and the current hospital course	Concept map: Presentation demonstrates partial understanding and uses little relevant or accurate information Partial connection between disease process and the current hospital course	Concept map: Presentation demonstrates general understanding and use somewhat relevant information to present a disease process. Some connection between the disease process and the current hospital course.	Concept map: Presentation demonstrates an in-depth of understanding and use relevant and accurate detail to present a disease process. Smooth connection between the disease process to the current hospital course.
Use of visual aids-Outlines (5 pt)	Errors in format; information disorganized Lack of synthesis of important evidence	Errors in format; information intermittently organized Insufficient synthesis of important evidence	Information generally organized in logical sequence; follows acceptable format General synthesis of the important evidence.	All information organized in logical sequence; follows acceptable format Critically synthesize important evidence to provide in-depth understanding.
Presentation/ Communication skills: (5 pts)	Organization is unclear. Poor eye contact. No movement out from podium and no use of gestures. Rate and/or volume made presentation difficult to understand. Appearance was unprofessional and distracting. Language was often unprofessional, inappropriate.	Organization is attempted, but needs improvement. Eye contact was infrequently made. Slight movements out from podium, gestures were rarely utilized. Rate was too fast or too slow. Volume could use improvement.	Organization is satisfactory and includes opening, main points, transitions, and conclusion. Eye contact was good. Moved out from podium at times, and utilized some gestures. Rate was often understandable, pitch was often varied.	Clear organization including creative opening, distinct main points, and catchy conclusion. Eye contact was excellent. gestures were effectively utilized, rate was understandable, pitch was varied and presentation was easily heard.

Comment:

POINT LOMA NAZARENE UNIVERSITY
School of Nursing
Learning Activity III: Skills lab and clinical orientation

Skills lab review: Thursday Sept 3rd and Tuesday Sept 8th from 0800 to 1500 (please see NSG 341 syllabus)

Clinical Orientation: September 10th, 2015 from 0800 to 1500

Student Learning Outcomes: Upon completion of the skills lab session and discussion, the student will be able to:

1. Explain the cause and prevention of artificial airway complications.
2. Demonstrate proper techniques of ETT suction.
3. Describe the care of the patient requiring mechanical ventilation.
4. Describe the weaning process.
5. Describe the purpose and functional components of a basic pulmonary artery catheter

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Chapter 21 pg 549- 586
2. Article: Jenabzadeh, N. & Chlan, L (2011). A Nurse's Experience Being Intubated and Receiving Mechanical Ventilation. Critical Care Nurse, 31(6), 51-54.
3. Powerpoint handouts on Canvas
4. Online Videos:
How chest drain works: <https://www.youtube.com/watch?v=Hn0SHGuUVak>
Setting up the chest tube drainage: <https://www.youtube.com/watch?v=w65OgC3mVBk>
Routine pt assessment and for air leak: <https://www.youtube.com/watch?v=WVHelcIlee8>

Student Learning Outcomes: Upon completion of the clinical orientation at the clinical site, the student will be able to:

1. Identify location of specific department such as ICU, ED, CCU, SICU, cafeteria
2. Navigate the computerized documentation system
3. Identify locations of PPE, biohazardous/ pharmaceutical waste containers, lifting equipment
4. Describe patient safety including using patient identification and medication safety
5. Operate blood glucose monitoring and IV pump

RELATED STUDENT ACTIVITIES

1. Online Videos:
Why is a patient in ICU? <https://www.youtube.com/watch?v=vWn2OX9Q81o>
Monitors in ICU <https://www.youtube.com/watch?v=qGFgsbPdg0E&list=PLno-hGHIBer55hHskF%207LWAMK295IZ6b95>
Code Blue <https://www.youtube.com/watch?v=U1zq4T7MEWw>
Mechanical Ventilators in ICU <https://www.youtube.com/watch?v=N3aSuNTaVBY>
Vasopressors https://www.youtube.com/watch?v=nw_WII89LWo&index=3&list=PLno-%20hGHIBer55hHskF7LWAMK295IZ6b95

TOPIC: Management of Pain, Sedation, and Delirium

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

1. Describe the physiological consequences of pain and agitation
2. Describe how to assess pain, sedation, and delirium in critically ill pts
3. Identify pharmacologic management for pain, sedation, and delirium
4. State nursing responsibilities for pt under pain and sedation medication
5. Explain the differences among light, moderate, and deep levels of sedation.
6. Identify significant complications associated with prolonged deep sedation
7. Describe the rationale for a “daily drug holiday.”
8. Define delirium
9. List the risk factors for development of delirium in critical illness.
10. Differentiate sedation medication used in short and long term

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch 9
2. Powerpoint handouts, and articles on Canvas

TOPIC: Hemodynamic and Oxygenation Monitoring

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

1. Describe the purposes of hemodynamic monitoring in critically ill patients
2. Describe the purposes of arterial, central venous, and pulmonary artery catheters
3. Discuss the concepts of preload, contractility, and afterload.
4. Define adult normal values for cardiac output, cardiac index, CVP, and stroke volume.
5. Determine the factors influences cardiac output
6. Specify the interventions to normalize the cardiac output
7. Apply Frank Starling's law to fluid intervention
8. Explain the concept of O₂ delivery and consumption
9. Describe the physiologic components of oxygen delivery.
10. Define pathophysiologic conditions that result in impaired oxygenation.
11. Classify nursing interventions that increase oxygen Consumption
12. Identify factors affecting mixed Venous Oxygen Saturation (Svo₂)

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch 13
2. Powerpoint handouts and articles on Canvas

TOPIC: EKG

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

1. Describe the cardiac conduction system and a normal ECG complex.
2. State nursing responsibilities for a patient requiring cardiac monitoring.
3. Identify a system for interpreting ECG patterns.
4. Identify factors that place a person at risk for developing dysrhythmias.
5. Identify common dysrhythmias & describe the treatment of these dysrhythmias.
6. Discuss indications for pacemaker & nursing implications.
7. Explain how electrolyte variations will affect EKG and the cardiac function

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch 14
2. Powerpoint handouts and articles on Canvas
3. ECG reading exercise

TOPIC: Cardiovascular alterations and management

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

1. Describe normal coronary artery anatomy and regulation of coronary perfusion.
2. Discuss acute coronary syndromes (ACS) including unstable angina, NSTEMI & STEMI.
3. Describe the consequences of “acute coronary syndrome”
4. Discuss initial collaborative management of a patient presenting with chest pain.
5. Differentiate characteristics (signs and symptoms) of stable and unstable angina
6. Identify EKG alterations associated with the 3 zones of myocardial infarction
7. Describe the hemodynamic consequence of dysrhythmia
8. Describe management/treatment of VT and VF
9. Describe nursing management of pre-post cardiac cath (PTCI)
10. Explain the mechanism of Intraaortic Balloon Pump (IABP)
11. Identify purpose and complications of IABP
12. Describe Contraindications and Warnings for Thrombolytic Therapy (candidates for fibrinolytic therapy)
13. Identify the signs of reperfusion in a patient undergoing fibrinolytic therapy.

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch. 15, 16
2. Powerpoint handouts and articles on Canvas

TOPIC: Shock states and Multiple Organ Dysfunction Syndrome (MODS)

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

1. Describe four functional classifications of shock states.
2. Describe the compensatory mechanism that occur in response to shock states.
3. Compare the physiologic changes that occur during the local inflammatory process and systemic inflammatory response syndrome (SIRS), sepsis, septic shock, & MODS.
4. State nursing assessment, and medical and nursing interventions used in the treatment of shock states.

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch. 35
2. Powerpoint handouts and articles on Canvas

TOPIC: Pulmonary alterations

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

1. Explain the principles of pulmonary circulation.
2. Discuss the concept of ventilation, pulmonary diffusion & pulmonary perfusion.
3. Discuss pulmonary gas exchange.
4. Discuss noninvasive methods of monitoring gas exchange.
5. Discuss the oxyhemoglobin dissociation curve.
6. Interpret arterial blood gases for abnormalities of oxygenation, acid-base, and degree of compensation.
7. Explain the basic difference between restrictive and obstructive pulmonary disease.
8. Describe the pathophysiologic basis of acute lung injury (ALI)/acute respiratory distress syndrome (ARDS).
9. Describe the types of mechanical ventilators and ventilator settings.
10. Discuss the major complications of mechanical ventilation.
11. Describe the care of the patient requiring mechanical ventilation.

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch. 19-21
2. Powerpoint handouts and articles on Canvas

TOPIC: GI alterations

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

1. Describe the mechanisms that exist to protect the integrity of GI tract.
2. Describe etiology, pathophysiology, clinical manifestations, and nursing management of acute upper GI bleeding (esophageal varices), hepatic encephalopathy, and end-stage liver disease.

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch. 29-30
2. Powerpoint handouts and articles on Canvas

TOPIC: Neurologic alterations

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

1. Explain cerebral blood flow.
2. Describe the relationship between cerebral oxygenation & metabolism.
3. Explain the pathophysiologic mechanisms that produce increased intracranial pressure (ICP)
4. Identify causes & effects of increased ICP.
5. Discuss Glasgow Coma Scale (GCS).
6. Identify abnormal neurologic findings in patients with an altered level of consciousness.
7. Identify collaborative interventions used to optimize cerebral tissue perfusion & oxygenation.
8. Identify nursing implications in patients with an altered level of consciousness & ICP monitoring.
9. Discuss major classifications/pathophysiology of stroke (brain attack) & subarachnoid hemorrhage.
10. Discuss collaborative/nursing interventions for the patient with an acute brain attack & subarachnoid hemorrhage
11. Identify different types of closed-head injury & complications.
12. Discuss medical and nursing interventions for treatment of complications associated with closed-head injury.
13. Discuss medical/nursing interventions for patients with spinal cord injury and complications.
14. Differentiate complete and incomplete spinal cord injury.
15. Discuss the results of damage to upper and lower motor neurons.

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch. 23-24
2. Powerpoint handouts and articles on Canvas

TOPIC: Endocrine alterations/fluid electrolyte imbalance

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

1. Discuss DI, SIADH, thyrotoxic crisis, & myxedema coma.
2. Explain the adrenal gland function and its response to stress.
3. Describe effects of insulin on metabolism
4. Discuss the pathophysiology, clinical manifestations, nursing management of hypoglycemia, DKA, and hyperglycemic hyperosmolar state (HHS).
5. Discuss the acute care nursing implications of chronic diabetic complications.
6. Discuss fluid imbalance, including edema, third spacing, fluid volume deficit, and fluid volume excess.
7. Discuss the nursing implications associated with fluid imbalances.
8. Discuss the electrolyte imbalances and managements.

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch. 32-33
2. Powerpoint handouts and articles on Canvas

TOPIC: Renal alterations

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

1. Identify the categories of acute renal failure. Prerenal, intrarenal, & postrenal.
2. Describe the phases of acute renal failure.
3. Describe the effects of renal dysfunction on body systems.
4. Discuss collaborative management and nursing management of the patient with renal failure: Peritoneal dialysis, hemodialysis, & Continuous renal replacement therapy.
5. Discuss the implications of caring for a high-acuity patient who has chronic kidney disease.

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch. 25-27
2. Powerpoint handouts and articles on Canvas

TOPIC: Hematologic disorders

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

1. Describe etiology, pathophysiology, clinical manifestations, and managements of disseminated intravascular coagulation (DIC)

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Ch. 38
2. Powerpoint handouts and articles on Canvas