



School of Nursing
NSG 3040: Nursing of Families: Adult Health III (2 units)
Fall 2023

Meeting days: Fridays	Instructor: Christina Kelley, DNP, APRN, AGCNS-BC, CCRN-K, CNE, NPD-BC, NE-BC Associate Professor Email: ckelley@pointloma.edu Emailing is the best way to get a hold of me. Cell: 619-318-3750 (for urgent matters only)
Meeting times: 0725-0920,	
Meeting location: LSCC #201	
Placement: Junior year	Office location and hours: LSCC Office 102. Please email me to set up an appointment.
Final Exam: Dec 11 th 1330-1530	

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

NSG 3040 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 3041

PROGRAM LEARNING OUTCOMES

Upon completion of the program, you will be able to achieve the following outcomes:

PLO 1: 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.	
1.1 Integrate scientific findings to promote patient outcomes and wellness <i>Essentials Domain 1, 4</i>	1.2 Apply evidence and clinical judgment in the delivery of care <i>Essentials Domain 1, 5, 8</i>
PLO 2: 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.	
2.1 Demonstrate Christian servant leadership through holistic compassionate care <i>Essentials Domain 2, 6</i>	2.2 Utilize ethical principles in promoting health of diverse individuals and populations <i>Essentials Domain 3, 9</i>
PLO 3: Communicating Faithfully	
The student will actively engage in the dynamic interactive process that is intrapersonal	

and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication that conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.	
3.1 Incorporate information and communication technologies to facilitate optimal care of patients, nurses, and organizations <i>Essentials Domain 8</i>	3.2 Participate in interprofessional healthcare teams to influence positive patient outcomes across the lifespan <i>Essentials Domain 6</i>
PLO 4: 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.	
4.1 Implement health policies to improve care of diverse patients, communities, and populations <i>Essentials Domain 3, 5</i>	4.2 Develop as a professional nurse through self-reflection, accountability, and life-long learning processes <i>Essentials Domain 9, 10</i>
PLO 5: 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.	
5.1 Demonstrate systems-thinking to enhance access, quality, and cost effectiveness across the healthcare delivery continuum <i>Essentials Domain 5, 7</i>	5.2 Apply evidence-based, quality improvement principles to improve patient care delivery <i>Essentials Domain 4, 5</i>

COURSE LEARNING OUTCOMES

This course is mapped to the:

- Program Learning Outcomes (PLO)
- American Association of Colleges of Nursing Essentials, 2021: Domains, Competencies, Sub-Competencies (AACN)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

Upon completion of this course, you will be able to:

- 1. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.**

AACN Essentials 1.1a-d, 1.2a-e
SON PLOs 1.1, 1.2, 4.2

PHCCR

- 2. Demonstrate clinical and professional judgment founded on a broad knowledge base, evidence-based practice and risk reduction.**
AACN Essentials 1.3a-c, 2.5c-d, 4.2c, 5.1a, 5.1c, 5.1f, 5.2c, 10.2d
SON PLOs 2.1, 2.2, 4.2, 5.2
PHCCRs
- 3. Engage with the individual to establish a caring relationship while communicating effectively.**
AACN Essentials 2.2a, 3.2c, 8.3c, 9.2f-g, 10.3g
SON PLOs 2.1, 2.2, 3.1, 3.2
PHCCRs
- 4. Develop a plan of care to include integration of appropriate assessment techniques, diagnosis of actual or potential health problems, person-centered interventions and evaluation of outcomes.**
AACN Essentials 2.1a-c, 2.2a-f, 2.3a-g, 2.4a-e, 2.5a-g, 2.6a-d, 2.7a-c, 2.8a-e, 2.9a-e, 3.3b
SON PLOs 1.2, 1.2, 2.1, 2.2, 5.2
PHCCRs A, C, F, G
- 5. Advance the health of the population served through advocacy, consideration of socioeconomic impact of care delivery and equitable care availability.**
AACN Essentials 3.1g, 3.3b, 3.5e, 7.2b, 9.3a
SON PLOs 4.1, 5.2
PHCCRs D
- 6. Advance preparedness to protect population health during disasters and public health emergencies.**
AACN Essentials 3.6a, 3.6c-e
SON PLOs 2.2, 5.2
PHCCRs G, L
- 7. Use information and communication techniques and technology to gather data, create information, generate knowledge, and foster interprofessional relationships that promote quality outcomes across the care continuum.**
AACN Essentials 6.1b, 6.1d, 6.2d, 6.4a, 6.4c, 8.1a, 8.1c, 8.3a, 8.3c, 8.3e, 8.4a-b, 8.5a, 8.5c, 8.5e, 9.1f
SON PLOs 3.1, 3.2, 4.2
PHCCRs K

REQUIRED LEARNING RESOURCES

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (7th ed.).
- Brunner & Suddarth's Textbook of Medical-Surgical Nursing (15th ed.)
- Additional journal articles, websites, and videos as assigned in Canvas.

SON 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
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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 tests. 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 students may repeat one nursing or prerequisite course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.
- Students in all SON programs must earn a passing grade for a course's signature assignment in order to pass a course.
- Students must be present for the signature assignment presentations in order to earn any credit/points for the entire assignment.

METHODS OF ASSESSMENT & EVALUATION

	Total Possible
<i>Exams and Quizzes</i>	
Lecture Exam #1 60 questions	120
Lecture Exam #2 70 questions	140
Lecture Exam #3 on finals week 75 questions	150
Pre-Season Math Quiz	40
7 Quizzes (each worth 10 points)	70
Total Testing Points	520
<i>Assignments (Theory and clinical)</i>	

Academic Honesty Verification	5
Syllabus Student Acknowledgment	5
Prep U Chapter Assignments (Weekly Mastery of 6)	220
Nursing Care Plan #1	10
Nursing Care Plan #2	10
Evidence-Based Nursing Care Plan (clinical) paper	100
Total Assignment Points	350
Total Course Points	920

FINAL EXAMINATION POLICY

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. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Nursing of adults with complex health alterations, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include: complex surgery, diseases with high mortality rates, death, dying and disaster. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of adult health nursing, and I will support you throughout your learning in this course.

INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit four (4) days after the due date. Day 1 starts on the specified due date/time. Assignments will be considered late if posted after the due date and time using Pacific Standard Time.

However, I recognize that life happens. If you need an extension, you must contact me **before** the assignment deadline and we will discuss an extension of the due date.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

STATE AUTHORIZATION

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 on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

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

PLNU ACADEMIC HONESTY POLICY

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

ARTIFICIAL INTELLIGENCE (AI) POLICY

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (**3 class sessions**), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (**6 class sessions**), the student may be de-enrolled without

notice until the university withdraw date or, after that date, receive the appropriate grade for their work and participation.

USE OF TECHNOLOGY

In order to be successful in the nursing program, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that nursing courses utilize online proctored exams which require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

SON PROFESSIONAL STANDARDS

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 Associate Dean and/or Dean of the School of Nursing, and may include assignment/class failure and possible dismissal from the program.

CLINICAL PREPARATION: PRE-SEASON AND SPRING TRAINING

Prior to the start of clinical in the fall and spring semesters, Juniors and Seniors are required to participate in clinical skills and judgment practice and testing. The purpose of these mandatory training sessions is to validate students' ability to perform essential clinical skills prior to patient care. Students must pass the medication calculation exam (93%) and the medication administration competency in order to pass medications in clinical.

If a student is not successful in passing the medication calculation exam or the medication administration skill, they will need to remediate and retest. The need for a second attempt of either competency will require the initiation of a Learning Plan. The need for a third attempt will require the initiation of a Performance Improvement Plan. Those who do not successfully complete a third attempt will be put on Probation.

SERVANT LEADERSHIP

PLNU School of Nursing places a high value on servant leadership, which involves serving our communities beyond the requirements for clinical rotations or in our workplaces. As PLO 2.1 states, "[Students will] demonstrate Christian servant leadership through holistic compassionate care". Therefore, in each Professional Development course, students are required to complete at least 2 hours of service in the arena of their choice. They must then submit a signed verification form and a reflection based on the instructor's prompts.

COURSE-SPECIFIC POLICIES

- A student's classroom contribution is vital to the academic environment at Point Loma. Classroom contribution is more than just asking thoughtful questions, it also involves respectful attention to what others are saying. This is not only good because what is being said might be on a test, but it is also just a common courtesy. Although it does not need to be said to most college students, texting or playing on one's phone detracts from the classroom environment. ***In this class, students are permitted to use their laptop computers, cell phones, or other electronic devices during class for the purpose of note taking to enhance learning and/or testing.***
- Class attendance and participation is directly correlated to academic achievement. Therefore, it is expected that students will attend class and engage fully in each class session. However, life does happen, and the reality is that you might have to miss class for an emergency operation, death in the family, or some other calamity. Therefore, you are allowed **2 absences** without penalty. ***For each absence above 2 absences, you will lose 5 points from your course grade.*** This may not seem like a large amount, but it almost always results in a significant lowering of your grade according to the grading policy.
- Testing will be done via electronic means. Students are required to have a working laptop computer for each class period in which there is an exam/quiz because they will be online in Canvas. If a student does not own a laptop, please notify the

professor of record no later than the first day of class. Honorlock is an online proctoring service we will be using for all quizzes and exams. This program will record your screen during testing, detect search-engine use, prevent copy and pasting and prevent opening another browser. You DO NOT need to create an account, download software or schedule a proctoring appointment. Students scoring < 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.

COURSE CONTENT OUTLINE

See Canvas weekly schedule.

WEEK	Forma t	Content
Week 1 Friday 9.1	F2F	Course and Syllabus Overview Pain, agitation, sedation, & delirium Community Health concepts
Week 2 Thursday & Friday 9.7 9.8	F2F	Thursday: Basic recognition of EKGs (lecture material) NCLEX – Next Gen Clinical Orientation Quiz 1 ~ <i>Pain, agitation, sedation, & delirium</i> Friday: Cardiac Alteration
Week 3 9.15	F2F	Respiratory Alterations Quiz 2 ~ <i>Cardiac Alterations</i>
Week 4 9.22	F2F	Neurologic Alterations Quiz 3 ~ <i>Respiratory Alterations</i>
Week 5 9.29	F2F	Exam 1 – No Lecture
Week 6 10.6	F2F	Critical Circulation: Hemodynamics & Oxygenation
Week 7 10.13	F2F	SIRS, Shock, & MODS Quiz 4 ~ <i>Hemodynamic & Oxygenation</i>
Week 8 10.20	F2F	Fall Break
Week 9 10.27	F2F	Burns, DIC, & SCC Quiz 5 ~ <i>SIRS, Shock States & MODS (Take Home)</i>
Week 10 11.3	F2F	Rapid Response Team (RRT), Code Blue & Disasters Quiz 6 ~ <i>Burns, DIC & SCC</i>
Week 11 11.10	F2F	Exam 2 – No Lecture
Week 12 11.17	F2F	GI Alterations
Week 13 11.24	F2F	Thanksgiving Break
Week 14	F2F	Renal and Diabetes

12.1		Quiz 7 ~GI Alterations
Week 15 12.8	F2F	Endocrine Alterations
Finals Week	F2F	Exam 3 – No Lecture

TOPIC: Week 1: Management of Pain, Sedation, Agitation, and Delirium

Weekly Learning Objectives: 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. Identify examples of nonpharmacological methods to manage pain.
3. State the pharmacological class, indications, nursing considerations, and pertinent side effects of the following medications: acetaminophen, acetaminophen/hydrocodone, and ibuprofen.
4. Select pain and delirium assessment tools.
5. Identify management strategies to address causes of agitation.
6. Discuss patient/family education needs.
7. Incorporate gerontologic considerations.

Related Student Activities:

Reading assignments		
Sources	Topics	Chapters
Hinkle Lippincott Advisor/Clinical Decision Tool	Delirium <i>Student Learning Outcome (SLO): Incorporate gerontologic considerations This chapter will pertain to this SLO throughout the semester.</i> Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.	8 and 9

TOPIC: Week 1: Community Health- Caring for Vulnerable Populations (Prof. Rowe)

Weekly Learning Objectives: 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 the prevention of chronic diseases.
3. Evaluate barriers that patients face when attempting to get basic needs met (food, shelter,

- employment, family support).
- Incorporate gerontologic considerations

Student Related Activities:

Canvas	PPT slides (audio) Videos – “Health Promotion Center.” There is a total of 3 of them
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**TOPIC: Week 2: EKG
(Part of your clinical orientation)**

Weekly Learning Objectives: Upon completion of this class session and discussion, students will be able to:

- Discuss the fundamental laws of electrocardiography
- Calculate a heart rate on a 6-second ECG strip.
- State locations of lead placements.
- Interpret different cardiac rhythms/dysrhythmias.
- Discuss the nursing assessment and management of cardiac dysrhythmias (normal sinus rhythm (NSR), sinus bradycardia (SB), sinus tachycardia (ST), atrial fibrillation, ventricular tachycardia (VT), ventricular fibrillation (VF), asystole, premature ventricular contraction (PVC).
- State the indications, nursing considerations, and pertain side effects of the following medications: epinephrine, amiodarone, atropine, and adenosine.
- Discuss the indication and safety precautions for performing electrical cardioversion and defibrillator.
- Discuss the indications and types of pacemakers, nursing interventions, management for pre and post-procedure and patient education.
- Discuss the Implantable Cardioverter Defibrillator, indications, nursing management and patient education.
- Incorporate gerontologic considerations for cardiac arrhythmias.

Related Student Activities:

Reading assignments		
Sources	Topics	Chapters

Hinkle Lippincott Advisor/Clinical Decision Tool	ECG monitoring, NSR, SB, ST Atrial Fibrillation PVCs, VT, & VF Electrical cardioversion, Defibrillation Permanent pacemaker Implantable Cardioverter Defibrillator Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.	22
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TOPIC: Week 2: Cardiovascular Alterations

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

1. Discuss assessment findings, nursing responsibilities and management of acute coronary syndrome, acute myocardial infarction, and acute heart failure.
2. Differentiate between an inferior, anterior, and lateral MI.
3. State the pharmacological class, indications, nursing considerations, and pertinent side effects of the following medications: aspirin, digoxin, dopamine, furosemide, heparin, lisinopril, nitroglycerin, metoprolol, morphine sulfate, and Tissue Plasminogen Activator (TPA).
4. Discuss the indications and nursing management of a patient undergoing fibrinolytic therapy, Percutaneous coronary intervention (PCI) (also known as Cardiac catheterization), coronary artery bypass graft (CABG), and intra-aortic balloon pump (IABP).
5. Discuss the patient/family education regarding care for cardiac interventions.
6. Discuss gerontologic considerations.

Reading assignments		
Sources	Topics	Chapters
Hinkle Lippincott Advisor/Clinical Decision Tool	12-Lead EKG Fibrinolytic therapy, heparin, aspirin Cardiac interventions (PCI) IABP Ventricular Assist Device (VAD) Heart Failure Aortic aneurysm Acute Coronary Syndrome	21, 23 and 25

	<p>CABG</p> <p>Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.</p>	
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TOPIC: Week 3: Respiratory Alterations

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

1. Discuss the pathophysiology and the nursing management of ARDS.
2. Evaluate assessment findings of ARDS.
3. State the pharmacological class, indications, nursing considerations, and pertinent side effects of the following medications: lorazepam, prednisone and albuterol.
4. Discuss indications, nursing management, and complications of chest tube management.
5. Discuss the essential function and nursing management of mechanical ventilation and complications of the endotracheal tube.
6. Describe the oxyhemoglobin dissociation curve
7. Explain how to obtain an Arterial Blood Gas (ABG), interpret the results and apply the nursing process.
8. Explain Ventilation Associated Pneumonia (VAP) and the nursing management.
9. Discuss patient/family education and gerontologic considerations.

Sources		Chapters
<p>Hinkle</p> <p>Lippincott Advisor/Clinical Decision Tool</p>	<p>Oxyhemoglobin Dissociation Curve (Ventilation to Perfusion)</p> <p>ABGs, Acid-base imbalances</p> <p>Endotracheal tube complications</p> <p>Chest tubes</p> <p>Mechanical Ventilation, modes, settings</p> <p>Ventilator Associated Pneumonia (VAP)</p>	<p>19</p>

	Pneumothorax, Hemothorax ARDS	
	Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.	

TOPIC: Week 4: Neurologic Alterations

Weekly Learning Objectives: 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 (ICP).
2. Discuss the pathophysiology, assessment findings, and nursing management of increased intracranial pressure.
3. Identify abnormal motor responses.
4. Interpret the differences between the following diagnostic tests: LP (lumbar puncture), CT, MRI, and cerebral angiogram and nursing care provided.
5. State the nursing actions for pre and post-procedure, along with complications that may occur with a lumbar puncture.
6. Discuss the nursing management between a hemorrhagic and an ischemic stroke.
7. Identify the types of pharmacological agents used for neurological alterations.
8. Describe the pharmacological management for neurological disorders, such as anticonvulsants, osmotic diuretics, and thrombolytics (tPA), Phenytoin (Dilantin), Mannitol.
9. Discuss the pathophysiology, assessment findings, nursing care, and complications of a spinal cord injury.
10. Discuss patient/family education and gerontologic considerations.

Related Student Activities:

Reading assignments		
Sources	Topics	Chapters
Hinkle	Glasgow Scale Diagnostic tests (LP, CT, MRI, Cerebral angiogram)	61, 62 and 63

Lippincott Advisor/Clinical Decision Tool	Monitoring increased ICP Strokes (Ischemic/hemorrhagic), seizures Spinal Cord Injuries Autonomic dysreflexia Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.	
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Week 5	Exam 1
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TOPIC: Week 6: Hemodynamic and Oxygenation Monitoring

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

1. Differentiate between each of the following: cardiac output, stroke volume, preload, contractility, and afterload.
2. Explain nursing management to normalize hemodynamic and oxygenation status.
3. Assess indicators, assessment, nursing management, and complications of the following: intra-arterial blood pressure (arterial line), Central Venous Pressure (CVP), and Pulmonary Artery Catheter (PAC).
4. Differentiate between the following hemodynamic monitoring pressures: CVP, Systemic Vascular Resistance (SVR), Pulmonary Artery pressure (PAP), Pulmonary Artery Occlusion Pressure (PAOP)
5. State the pharmacological class, indications, nursing considerations, and pertinent side effects of the following medication: dopamine.
6. Discuss patient/family education needs.
7. Discuss gerontologic considerations.

Related Student Activities:

Reading assignments		
Sources	Topics	Chapters
Hinkle	Cardiac output, stroke volume, preload, afterload, contractility Hemodynamic monitoring - (PAC)	21

Lippincott Advisor/Clinical Decision Tool	Intra-arterial blood pressure monitoring (arterial line), CVP, and PAC Determination of Cardiac output, SVR Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.	
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TOPIC: Week 7: Sepsis, Multiple Organ Dysfunction Syndrome (MODS), and Shock States: Hypovolemic, Cardiogenic, Distributive (e.g., neurogenic, anaphylactic, septic)

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

1. Discuss the pathophysiology of shock states (hypovolemic, cardiogenic, distributive), sepsis, & Multiple Organ Dysfunction Syndrome (MODS.)
2. Interpret assessment findings for shock states (hypovolemic, cardiogenic, distributive), sepsis, and MODS
3. Discuss nursing management for shock states (hypovolemic, cardiogenic, distributive), sepsis, & MODS.
4. State the pharmacological class, indications, nursing considerations, and pertinent side effects of the following medications: diphenhydramine, epinephrine, ceftriaxone and vancomycin.
5. Discuss patient/family education and gerontologic considerations.

Related Student Activities:

Reading assignments		
Sources	Topics	Chapters
Hinkle Lippincott	Shock, Systemic Inflammatory Response Syndrome (SIRS), shock states, sepsis, MODS SVO2	11

Advisor/Clinical Decision Tool	Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.	
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Week 8	Fall Break
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TOPIC: Week 9: Burns, DIC, and SSC

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

1. Discuss the pathophysiology of burns.
2. Discuss the classification of burn injury.
3. Discuss nursing assessment and the management of burns.
4. Identify the assessment and nursing management of a patient with Disseminated Intravascular Coagulation, (DIC), Sickle Cell Disease (SCD) and Sickle Cell Crisis (SCC).
5. Discuss patient/family education and gerontologic considerations.

Related Student Activities:

Reading assignments		
Sources	Topics	Chapters
Hinkle Lippincott Advisor/Clinical Decision Tool	Classifications and pathophysiology of burn injuries Management of burns, Rule of Nines, Parkland formula SCD, SCC DIC	29 and 57

	Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.	
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TOPIC: Week 10: Rapid Response Team (RRT), Code blue, and Disasters

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

1. State criteria for initiating the Rapid Response Team (RRT).
2. Explain the members’ role on the code blue team.
3. Prioritize the actions initiated in a code blue situation and CPR
4. State the pharmacological class, indications, nursing considerations, and pertinent side effects of the following medications: epinephrine, amiodarone, atropine, and adenosine.
5. State the definition of a Mass-casualty Incident (MCI)
6. Define the difference between Simple Triage and Rapid Treatment (START), JUMP START, and SALT
7. Apply concepts of triage to an MCI
8. Apply the color categories (red, yellow, green/blue, and black) when participating in an MCI.
9. Differentiate the roles of pre-hospital and in-hospital personnel during an MCI.

Related Student Activities:

Reading assignments		
Sources	Topics	Chapters
Hinkle	RRT	68

Lippincott Advisor/Clinical Decision Tool	Disaster management, MCI, Triage START Natural disasters Cardiopulmonary resuscitation Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.	EMSTA day
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Week 11	Exam 2
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TOPIC: Week 12: GI alterations

Weekly Learning Objectives: Upon completion of this class session and discussion, students will be able to:

1. Discuss the pathophysiology of acute gastrointestinal (GI) hemorrhage, acute pancreatitis, and cirrhosis.
2. Discuss assessment findings and nursing management of acute gastrointestinal (GI) hemorrhage, acute pancreatitis, cirrhosis, and esophageal varices.
3. Review administration of blood transfusions (steps).
4. Discuss management to prevent complications in patients undergoing paracentesis and liver biopsy.
5. State the pharmacological class, indications, nursing considerations, and pertinent side effects of the following medications: omeprazole, ondansetron.
6. Discuss patient/family education and gerontologic considerations.

Student Related Activities:

Reading assignments:		
Sources	Topics	Chapters

<p>Hinkle</p> <p>Lippincott Advisor/Clinical Decision Tool</p>	<p>Acute GI hemorrhage Acute pancreatitis Cirrhosis Paracentesis, liver biopsy</p> <p>Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.</p>	<p>40, 43 and 44</p>
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<p>Week 13</p>	<p>Thanksgiving Break</p>
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TOPIC: Week 14: Renal, and Diabetes

Weekly Learning Objectives: Upon completion of this class session and discussion, students will be able to:

1. Discuss pathophysiology, assessment findings, and nursing management of Acute Kidney Injury (AKI).
2. Identify the differences between hemodialysis, peritoneal dialysis, and CRRT (Continuous Renal Replacement Therapy).
3. Discuss pathophysiology, assessment findings, and nursing management of Diabetes Ketoacidosis (DKA), Hyperglycemic Hyperosmolar State (HHS), and hypoglycemia.
4. State the pharmacological class, indications, and nursing considerations of the following medications. Insulins: Lispro, Regular, NPH, and Glargine. Oral antidiabetics are Glipizide, and metformin. Oral Hyperglycemic agent is glucagon.
5. Discuss patient/family education and gerontologic considerations.

Student Related Activities:

Reading assignments		
Sources	Topics	Chapters
Hinkle Lippincott Advisor/Clinical Decision Tool	Hemodialysis, CRRT Peritoneal dialysis DKA, HHS, Hypoglycemia Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.	46 and 48

TOPIC: Week 15: Endocrine Alterations

Weekly Learning Objectives: Upon completion of this class session and discussion, students will be able to:

1. Discuss the pathophysiology of Diabetes Insipidus (DI), Syndrome of Inappropriate Secretion of Antidiuretic Hormone (SIADH), Hyper/Hypothyroidism.
2. Discuss nursing assessment and management of DI, SIADH, Thyrotoxic crisis, Myxedema coma, Cushing’s Syndrome, and Addison’s disease (Addisonian Crisis)
3. State the pharmacological class, indications, nursing considerations, and pertinent side effects of the following medication: levothyroxine. Furosemide (Lasix), prednisone
4. Discuss patient/family education and gerontologic considerations.

Student Related Activities:

Reading assignments		
Sources	Topics	Hinkle

Hinkle Lippincott Advisor/Clinical Decision Tool	DI, SIADH, Hyper/Hypothyroidism, Cushing's Syndrome, Addison's Disease/Addisonian Crisis Medications – Use the hyperlink in canvas to access the Lippincott Advisor for information on the medications in the SLOs.	45
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Finals Week	Exam 3
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