ACUTE NURSING CARE OF ADULTS AND OLDER ADULTS
NUR 360 Sections 001
C160 Life Sciences
Clinical locations and times: Arranged
Credit Hours: 8
Spring 2013

Catalog Course Description: Integration of concepts and theories into beginning level nursing practice. Examination of dynamic interrelationship between professional, scholarly nursing practice, and the health and wellness of diverse persons and populations across the life span.

Course Objectives: At the end of this course, students will:
1. Demonstrate therapeutic communication skills with patients in an acute care setting.
2. Evaluate clinical decision making used in his/her nursing practice.
3. Accurately analyze and interpret clinical data in the acute care setting, integrating content from required science courses.
4. Develop and implement plans for patient education and risk reduction for patients with acute and chronic illness and health risk behaviors.
5. Plan, implement and coordinate nursing care to patients with increasingly complex acute and chronic health care issues.
6. Differentiate and evaluate roles of health care providers in the acute care setting, and describe and critique methods of nursing care delivery.
7. Identify and discuss ethical issues related to the care of acutely ill patients.
8. Discuss theory and research related to the prevention and treatment of illness and disease in the context of providing nursing care to acutely ill patients.
9. Examine global, cultural and socioeconomic factors that impact patients in an acute care setting, and provide nursing care that is culturally competent.

Prerequisites: NUR 330 and NUR 340

Co-requisites: NUR 370
Standards Documents: The curriculum is guided by the following documents:
(*Note to Students: These e-books are required for all nursing courses. Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: http://libguides.lib.msu.edu/nursingebooks. These e-books allow unlimited concurrent users.)


Course Faculty:

Course Coordinator/Faculty (Sparrow): Emily Wilson, RN, MA, AOCN
Contact Information: emily.wilson@ht.msu.edu
Office Hours: By appointment
Note: Times will be arranged to accommodate student schedules.

Faculty (Lecture): Kate Lein, MS, FNP
Contact Information: kate.lein@ht.msu.edu
Office Hours: By appointment
Note: Times will be arranged to accommodate student schedules.

Faculty (Sparrow): Peggy Campbell, MSN, RN-BC
Contact Information: peggy.campbell@ht.msu.edu
Office Hours: By appointment
Note: Times will be arranged to accommodate student schedules.

Faculty: (Sparrow) Amy Crisp, MSN, RN
Contact Information: amy.crisp@hc.msu.edu
Office Hours: By appointment
Note: Times will be arranged to accommodate student schedules.

Faculty: (DMC Sinai/HuronValley) Leni Gorzenski, MSN, RN
Contact Information: leni.gorzenski@hc.msu.edu
Office Hours: By appointment
Note: Times will be arranged to accommodate student schedules.

Faculty: (Sparrow) Kathy Kaczynski, MSN, RN
Contact Information: kathryn.kaczynski@hc.msu.edu
Office Hours: By appointment

Faculty: (Sparrow) Crista Reaves, MSN, RN
Contact Information: cristareaves@hc.msu.edu
Office Hours: By appointment
Note: Times will be arranged to accommodate student schedules.
Faculty: (IRMC): Tracy Wade, MSN, RN  
Contact Information: tracy.augenstein@hc.msu.edu  
Office Hours: By appointment  
Note: Times will be arranged to accommodate student schedules.

Faculty: (Allegiance) Michelle Yinger, MSN, RN  
Contact Information: michelle.yinger@hc.msu.edu  
Office Hours: By appointment  
Note: Times will be arranged to accommodate student schedules.

Instruction:

a. Methodology:  
Theoretical content will be taught using readings, online content, class discussion, lecture,  
and case studies. Class participation and preparation for class are essential to achieve success  
in this course.  
Clinical skills will be taught through demonstration media, simulation, skills lab practice and  
check-offs, and by providing supervised care to selected patients in the clinical setting.

b. Writing Requirements: Written assignments will be graded using established course  
rubrics. APA formatting is required for all written assignments.

c. Required Texts:

planning care* (9th ed.). St. Louis: Mosby.


Porth, CM. *Pathophysiology: Concepts of altered health states*, 8th Ed. Philadelphia,  
Lippincott Williams and Wilkins. 2009. (or comparable pathophysiology text)


fundamentals of nursing: The art and science of nursing care* (6th ed.). Philadelphia:  
Lippincott Williams & Wilkins.

American Nurses Association (2010). *Nursing Scope and Standards of Practice* (2nd ed.). Silver Spring, MD


(*Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: [http://libguides.lib.msu.edu/nursingebooks](http://libguides.lib.msu.edu/nursingebooks). These e-books allow unlimited concurrent users.*

Optional Texts:

a. **Required Resources, References, Supplies**
   
   ANGEL Help Line
   1.800.500.1554 (24 hrs, 7 days/week)
   517.355.2345 (24 hrs, 7 days/week)
   [www.angel.msu.edu](http://www.angel.msu.edu) (ANGEL Help link in upper right corner)

   Always check with the ANGEL Help Line first!

b. **Frequently Called Telephone Numbers**

   Simulation Lab, Life Sciences; 355-5765 (with answering machine)
   Media Lab (Andy Greger) Life Sciences, 353-9020
   College of Nursing Student Support Services A117 Life Sciences 353-4827.
c. **Outcome, Competencies and Indicators: Level II**

CON has defined the following competencies that must be achieved by all students in each Level before progressing onto the next Level and graduating. At the end of each Level, all students will achieve the objectives and competencies listed below for that level, as well as the indicators specific to each course. All indicators, as well as the overall grade for a course, must be at 75% passing to proceed onto the next level.

<table>
<thead>
<tr>
<th>Level II</th>
<th>Level II Outcome</th>
<th>LII Competency</th>
<th>LII Indicator</th>
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</thead>
<tbody>
<tr>
<td>COMMUNICATION II (COMM)</td>
<td>Competently engage in interpersonal relationships, professional communication, and information management with individuals, families, and health professionals.</td>
<td>1. Demonstrates effective communication skills in nurse-client and professional interactions 2. Demonstrate ability to communicate in writing with a variety of audiences.</td>
<td>NUR 370 Process Recordings</td>
</tr>
<tr>
<td>CRITICAL THINKING II (CT)</td>
<td>Demonstrate the use of critical thinking processes in nursing practice.</td>
<td>1. Demonstrates ability to compare and contrast textbook and relevant literature concerning selected patient issue (disease management, risk reduction, health promotion, health teaching) with patient assignment. 2. Takes initiative to plan creatively to meet patient goals.</td>
<td>NUR 360 Clinical Synthesis Assignment</td>
</tr>
<tr>
<td>NURSING THERAPEUTICS II (NT)</td>
<td>Interpret data to safely delivery targeted nursing care to individuals, and groups.</td>
<td>1. Obtains a focused assessment by gathering and using data from a variety of sources to identify and prioritize nursing needs. 2. Apply theoretical and evidence principles to develop, implement, and evaluate an individualized, prioritized plan of care.</td>
<td>NUR 360 Clinical Synthesis Assignment NUR 360 Med Math</td>
</tr>
<tr>
<td>HEALTH PROMOTION AND RISK REDUCTION II (HPRR)</td>
<td>Apply concepts and theories to develop health promotion plans for individuals and groups.</td>
<td>1. Compare and contrast major health indicators in cultural/ethnic groups 2. Assess and address factors that place individuals and families at risk.</td>
<td>NUR 370 Interview Vulnerable Population/Concept Map</td>
</tr>
<tr>
<td>ILLNESS AND DISEASE MANAGEMENT II (IDM)</td>
<td>Demonstrate understanding of theories and principles of high quality, safe and efficient management of illness and disease to nursing care for individuals, and groups.</td>
<td>1. Based on desired outcomes, determines care management needs of the individual (i.e. clinical pathways). 2. Identify a variety of barriers and resources that affect client outcomes and delivery of care.</td>
<td>NUR 370 Interview Vulnerable Population/Concept Map</td>
</tr>
<tr>
<td>PROFESSIONAL</td>
<td>Apply theories and concepts</td>
<td>1. Examine how nursing</td>
<td>NUR 370 Case problem</td>
</tr>
<tr>
<td>LEADERSHIP II (PL)</td>
<td>to demonstrate leadership in the delivery of nursing care to individuals and groups in varied care settings.</td>
<td>leadership roles and strategies affect health care quality 2. Collaborate with multiple disciplines in providing client care.</td>
<td>identification and characterization of an ethical problem within clinical practice</td>
</tr>
<tr>
<td>ETHICAL PRACTICE II (EP)</td>
<td>Apply principles of ethical decision-making in their nursing practice.</td>
<td>1. Accurately identify and characterize ethical problems arising in the care of clients 2. Identify barriers to and resolutions for client self-determination</td>
<td>NUR 370 Case problem identification and characterization of an ethical problem within clinical practice</td>
</tr>
<tr>
<td>EVIDENCE-BASED PRACTICE II (EBP)</td>
<td>Use research evidence, theory and patient preference in planning nursing care.</td>
<td>1. Formulates and manages nursing interventions that are based on theory and research.</td>
<td>NUR 360 Evidence-Based Practice Project NUR 360 Clinical Synthesis Assignment</td>
</tr>
<tr>
<td>GLOBAL AND CULTURAL COMPETENCE II (GCC)</td>
<td>Identifies global, cultural societal and policy factors on the health and wellness of individuals and groups.</td>
<td>1. Analyze the importance of global and cultural factors on perception of health and illness 2. Implement nursing interventions that reflect understanding of diversity</td>
<td>NUR 370 Interview Vulnerable Population/Concept Map</td>
</tr>
</tbody>
</table>

Evaluation:

a. Learning Assessments and Grading:

Exams: Exams may be individual and/or group exams. Students must be present for scheduled exams and achieve a minimum of 75.00% on individual exams to benefit from group examinations. All students are expected to take examinations on the designated date except for extraordinary circumstances. A health provider's statement documenting illness may be requested if an exam is missed. Alternative exams, (essay, short answer, multiple choice, or a combination), will be used for make-up exams. Make-up exams must be completed within 1 week of the scheduled exam. A missed final exam must be completed by the last day of university final exams. Because all clinical nursing courses build on material covered in pre-requisites and previous nursing courses, students are responsible for material discussed in class, assigned readings, online course materials, and prior course content.
**Clinical Assignments:** It is expected that all clinical assignments will be completed by the assigned due date. Late or incomplete assignments may not be accepted, at the discretion of the faculty member; and a grade of 0.0 may be given for the assignment. In addition, failure to comply with this requirement will be reflected in the professionalism (expected behaviors) area of the clinical performance evaluation.

If a student should be deemed by his/her clinical instructor to be performing unsatisfactorily on a clinical synthesis assignment or if the student’s patient care is deemed to be unsatisfactory, he or she may be withdrawn from one or more of the required enhanced learning experiences (ELE) (OR, ER/Special Studies, CICU, etc.). Instead, the student will report to his or her assigned medical or surgical unit and give patient care and complete all paperwork as assigned. **No graded assignments will be dropped.**

Written guided reflections are required for each enhanced learning experience (ELE). Objectives for ELEs are posted on the ANGEL website and **written assignments should address each of the objectives for the experience.** In addition, each student may be responsible for leading a discussion on an assigned topic during clinical conference. For more information on written assignments, please visit the Clinical Assignments folder on the lessons page of the 360 ANGEL website.

**Skills:** Demonstration of competency in performing new clinical skills is an essential part of NUR 360 learning. It is expected that students will prepare thoroughly for skills check-offs and that each skill will be passed at the first attempt. If one skill requires more than one attempt to successfully complete, the student will remediate and retest on that skill without penalty. For any subsequent failures to pass a skill on the first check-off attempt, one-half (0.5) point will be subtracted from the student’s final clinical assignment average. To help students prepare for this learning experience, mandatory practice sessions will be scheduled in the weeks prior to check-offs.

<table>
<thead>
<tr>
<th>Theory</th>
<th></th>
<th>60%</th>
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</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>19%</td>
<td></td>
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<tr>
<td>Exam II</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Exam III</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Final Exam (comprehensive)</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>ATI Med-Surg Exam</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Professionalism (expected behavior)</td>
<td>(-25%)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Performance</th>
<th>Clinical Performance Evaluation Tool (Clinical performance that is deemed unsafe by the course faculty is grounds for failure of the course regardless of the student’s numerical grade average. A student who is deemed to be unsafe may be removed from the clinical setting and the course at any time during the semester.)</th>
<th>Pass/Fail</th>
</tr>
</thead>
</table>
Clinical Assignments

Clinical Synthesis Assignments
1 = 10%
2 = 25%
3 = 25%

Final Clinical Synthesis Assignment (NT/CT/EBP Indicator) = 40%

Evidence-Based Practice Indicator – P/F

Enhanced Learning Experience Reflections P/F

Med Math Exam (NT indicator)
P/F – 100% score required to pass

ATI Pharmacology Practice Exam

Clinical Safety Checks

Professionalism (expected behavior) (-25%)

b. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

Undergrad grading scale:

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94 %</td>
<td>4.0</td>
</tr>
<tr>
<td>93.99-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88.99-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83.99-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78.99-75%</td>
<td>2.0</td>
</tr>
<tr>
<td>(Minimum passing grade)</td>
<td></td>
</tr>
<tr>
<td>74.99-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69.99-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
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</tbody>
</table>

"Final Course Grades will not be rounded"

*For specific information regarding grading related to student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook.

c. Proctor Process if necessary: Not applicable
**Professionalism:** It is required that students must provide evidence of up-to-date immunizations (including pertussis booster), BLS, blood borne pathogen training, personal health insurance, background check, and TB testing to their clinical instructor during their hospital orientation session. You will NOT be allowed to go to clinical until all requirements are met. Missing clinical will result in a 0.0% for any assignments that are missed and a loss of professionalism points.

It is expected that all students will reflect the highest of standards of professional behavior and appearance at all times – in the classroom, lab, and all clinical settings. Such expectations include (but are not limited to):

a. Treating all others (patients, staff, faculty, students) with respect and consideration;
b. arriving on time to all class meetings, labs, clinicals or letting the instructor know as soon as possible if you are going to be late;
c. staying for the entire class, lab, or clinical session. Please notify your instructor if you know you will need to be late to class or clinical or will need to leave class early.
d. dressing appropriately at all times:
   1. lab and clinical: MSU nursing student uniform per the student dress code (this includes days when you may be observing at a site that requires you to change into agency scrubs)
   2. lecture: modest casual dress;
e. keeping course faculty apprised of your current contact information at all times;
f. checking voice and e-mail at least daily on weekdays and the nights/mornings before clinical sessions;
g. contacting course faculty as soon as possible if you are having any difficulties in the course;
h. preparing for all clinical, lab, and classroom sessions;
i. participating in all class, clinical, and lab meetings; being attentive while others are speaking; consistently behaving in ways that facilitate your own and others’ learning.
j. completing and turning in all assignments on time;
k. In addition
   a. Regular cell phones MUST be turned off during all class and clinical times. These may NOT be used in any way during class or clinical: texting, phoning, calculator functions, calendar functions, etc. Smart phones loaded with required course references and resources may be used in the clinical setting for reference and as directed by your clinical instructor and agency policy.
   b. Calculators may be used for the in-class med-math exam and some exams. Only dedicated non-programmable calculators (not cell phones, smart phones, or PDAs, etc.) may be used.
   c. Computers in the classroom may only be used for current class activity-related work. Reading/answering email, web surfing, IM-ing, etc., will result in loss of computer privileges for the entire class.

**Honors Option:** Students enrolled in the Honors College may elect to complete a project to earn honors credit for NUR 360. To be eligible for this option the student must contact the course coordinator no later than the end of the second week of the semester.
University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON MSN Student Handbook: http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm
- Information for MSU Students: http://www.msu.edu/current/index.html
- Academic Programs: http://www.reg.msu.edu/AcademicPrograms
- Code of Teaching Responsibility and Student Assessments and Final Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514
- Integrity of Scholarship and Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534

University Policies:

Academic integrity: Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide http://splife.studentlife.msu.edu/ and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 370. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

Accommodations for students with disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

Disruptive behavior: Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.
**Attendance:** Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman's website for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

**College of Nursing Policies:** Professional Development Guidelines found in CON Student Handbooks at CON website [http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm). Students are responsible for the information found in the CON (BSN, MSU or PhD choose one) Student Handbook.
<table>
<thead>
<tr>
<th>Week</th>
<th>Friday</th>
<th>Faculty</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/11</td>
<td>ERW</td>
<td>Safety Geri</td>
</tr>
<tr>
<td>2</td>
<td>1/18</td>
<td>KL</td>
<td>Cardio I</td>
</tr>
<tr>
<td>3</td>
<td>1/25</td>
<td>KL</td>
<td>Cardio II</td>
</tr>
<tr>
<td>4</td>
<td>2/1</td>
<td>KL</td>
<td>Cardio III</td>
</tr>
<tr>
<td>5</td>
<td>2/8</td>
<td>ERW</td>
<td>Exam I (covers safety, geri, and cardio I, II, &amp; III) Hematology (ANGEL)</td>
</tr>
<tr>
<td>6</td>
<td>2/15</td>
<td>ERW</td>
<td>Oncology I</td>
</tr>
<tr>
<td>7</td>
<td>2/22</td>
<td>ERW</td>
<td>Oncology II</td>
</tr>
<tr>
<td>8</td>
<td>3/1</td>
<td>ERW</td>
<td>GI I</td>
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<tr>
<td></td>
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<td><strong>Spring Break</strong></td>
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<tr>
<td>9</td>
<td>3/15</td>
<td>ERW</td>
<td>GI II</td>
</tr>
<tr>
<td>10</td>
<td>3/22</td>
<td>KL</td>
<td>Exam II (covers hematology, oncology I &amp; II, GI I &amp; II) Shock/Sepsis (ANGEL)</td>
</tr>
<tr>
<td>11</td>
<td>3/29</td>
<td>KL</td>
<td>Oxy I</td>
</tr>
<tr>
<td>12</td>
<td>4/5</td>
<td>KL</td>
<td>Oxy II 370 ATI</td>
</tr>
<tr>
<td>13</td>
<td>4/12</td>
<td>KL</td>
<td>Neuro</td>
</tr>
<tr>
<td>14</td>
<td>4/19</td>
<td>KL</td>
<td>Renal 360 ATI</td>
</tr>
<tr>
<td>15</td>
<td>4/26</td>
<td>ERW</td>
<td>Exam III (covers shock/sepsis, oxy I &amp; II, neuro, and renal) Endocrine (ANGEL)</td>
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<td><strong>Final Exam</strong> Location TBA</td>
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<td><strong>Final Exam (comprehensive – covers all course material)</strong></td>
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<tr>
<td></td>
<td><strong>Thursday 05/02 0745-0945</strong></td>
<td>ERW</td>
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