



Nursing Care of Acute and Critically Ill Patients

NUR 445

Section 001, 002 Theory: Thursdays 8:00am - 10:50am

East Lansing (EL): Room C160/170 Life Sciences Building

Detroit Medical Center (DMC): CON Classroom

Clinicals Mondays, Wednesdays & Fridays 0700-1900

6 Credits (3 Class; 3 Clinical)

Spring 2017

- I. **Catalog Course Description:** Focuses on using the nursing process and clinical judgment at an advanced level to manage and evaluate care for acute and critically ill patients.
- II. **Course Objectives:**
1. Incorporate liberal education principles into application, synthesis, and evaluation of course concepts (1.1; 1.2)
 2. Understand the complexity at the systems level and advocate as part of the health care team for quality and patient safety initiatives that promote a culture of safety and caring in assigned health care facilities (2.5; 2.7; 2.8; 6.6)
 3. Discuss the implications of health care policy on the issues of access, equality, affordability, and social justice in health care delivery at an intermediate level (5.8)
 4. Apply knowledge, attitudes, and skills related to social and cultural factors in the care of diverse acutely and critically ill adult patients. (1.5)
 5. Apply professional and therapeutic communication effectively, including collaboration with the interprofessional team, to support safe, evidence-based practice and improved outcomes for the acute and critically ill adult patient (1.4; 4.1-4.4; 4.10; 6.2; 6.4; 6.5; 9.4)
 6. Conduct a holistic health history (bio/psycho/social/spiritual) of the acute and critically ill adult patient (7.2; 7.3, 9.1; 9.2; 9.18)
 7. Manage the interaction of multiple functional problems (including the impact of attitudes, values, and expectations) affecting the care of the adult and frail older adult (8.9; 9.19)
 8. Analyze, evaluate, and implement holistic nursing care for efficient, safe, compassionate, and patient-centered care of the acute and critically ill adult patient (9.3; 9.5; 9.11-9.13; 9.16)
 9. Identify, analyze, and evaluate evidence-based nursing interventions as appropriate for managing the acute and critically ill adult patient (9.8)
 10. Analyze data to improve nurse-sensitive patient care outcomes and create safe care environments for the acute and critically ill adult patients (4.7, 4.9)
 11. Collaborate with the interprofessional team to coordinate and ensure continuity during transitions between levels of care for acute and critically ill adult patients (9.10)
 12. Advocate for consumers and the nursing profession (5.12)
- III. **Additional Course Detail:** This course will introduce you to the nursing care of very acutely and critically ill hospitalized adults. Through didactic content and structured clinical experiences, you will gain foundational understanding of the complex nursing care required by these patients. Clinical experiences will include care of patients on adult stepdown and critical care units.

IV. **Prerequisites:** NUR 332, NUR 334, NUR 371, and NUR 375

V. **Co-requisites:** NUR 436 and NUR 437

VI. **Standards Documents:** The curriculum is guided by the following documents.

American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC.

<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

American Nurses Association (2015). *Guide to the code of ethics for nurses with interpretive statements*.

Washington, DC <http://tinyurl.com/codeofethics2015>

American Nurses Association (2015). *Nursing: Scope and standards of practice* (2nd ed.). Washington, DC

<http://tinyurl.com/scopeandstandards2015>

American Nurses Association (2015). *Nursing's social policy statement: The essence of the profession* (3rd ed.).

Washington, DC <http://tinyurl.com/socialpolicy2015>

VII. **Course Faculty:**

Theory & Clinical Faculty: Dawn Schulz, DNP, MSN, MBA, RN, FNP-BC (Course Coordinator)

Contact Information: Email: dawn.schulz@hc.msu.edu Office: (517) 353-8688

Office Hours: Thursdays: 12:00pm-2:00pm (Office A276 Life Science Building)

Note: Times can be arranged to accommodate student schedules.

Clinical Faculty: Peggy Campbell, MSN, RN

Contact Information: Email: peggy.campbell@hc.msu.edu Phone: (517) 432-1182

Office Hours: By Appointment (Office A209 Life Science Building)

Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Amy Crisp, MSN, RN, CEN

Contact Information: Email: amy.crisp@hc.msu.edu Phone: (517) 432-1539

Office Hours: By Appointment (Office A207 Life Science Building)

Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Lou Douglas, MSN, RN

Contact Information: E-mail: lou.douglas@hc.msu.edu Phone: (517) 432-6674

Office Hours: By Appointment (Office A278 Life Science Building)

Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Elaine Lloyd, MSN, ACNS-BC, RN

Contact Information: Email: elaine.lloyd@hc.msu.edu Phone: (517) 353-4543

Office Hours: By Appointment (Office A205 Life Science Building)

Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Jacqueline Moody, MSN, RN

Contact Information: Email: jacqueline.moody@hc.msu.edu Phone: (517) 353-4543

Office Hours: By Appointment (Office A205 Life Science Building)

Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Luanne Price, MSN, RN, RNC-NIC, CCRN

Contact Information: Email: luanne.price@hc.msu.edu Phone: (517) 353-4543

Office Hours: By Appointment (Office A205 Life Science Building)

Notes: Times can be arranged to accommodate student schedules

Clinical Faculty: Crista Reaves, MSN, RN

Contact Information: E-mail: crista.reaves@hc.msu.edu Phone: (517) 353-4767

Office Hours: By Appointment (Office A224 Life Science Building)

Notes: Times can be arranged to accommodate student schedules

VIII. Instruction:

- a. **Methodology:** You will learn through assigned readings, lectures, lab instruction and practice, case studies, clinical practice, group discussion, clinical simulations, demonstration/return demonstration techniques, independent viewing of media, independent student practice of skills, and written assignments. NUR 445 uses a primarily interactive classroom approach, therefore, it is an expectation that students come to class prepared to participate. Learning styles vary for each person, therefore, there are a number of methods used to facilitate learning in as many students as possible. However, each student is responsible for his or her own learning and is expected to actively engage in his or her own learning and to communicate any learning needs with faculty.
- b. **Writing Requirements:** Written assignments will be graded using the rubrics which can be found in the NUR 445 D2L site. APA Style is required for written assignments unless an exception is made by the faculty.
- c. **Use of laptops, iPads, and other online devices:** Students will have the option of using laptops, iPads, tablets, smart phones or other electronic online devices during theory classes when instructed by the faculty. No Taping of lectures or presentations without instructor consent.
- d. **Required Texts:**

Wagner, K. and Hardin-Pierce, M., (2014). *High-Acuity Nursing* (6th ed). Pearson Education.

Ackley, B.J. & Ladwig, G.B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). St. Louis: Mosby. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

Carpenito-Moyet, L.J. (2016). *Nursing diagnosis: Application to clinical practice* (15th ed.). Philadelphia: Lippincott Williams & Wilkins.

Jarvis, C. (2012). *Physical exam and health assessment* (6th ed.) Philadelphia. W.B. Saunders.

Olsen, J.L., Giangrasso, A.P., Shrimpton, D.M. & Dillon, P.A. (2015). *Medical dosage calculation* (11th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Porth, C.M. (2014). *Essentials of Pathophysiology* (4th ed.). Philadelphia, PA: Wolters Kluwer Health. (or comparable pathophysiology text) ISBN: 978-1-45511-9080-9.

Hinkle, J.L., & Cheever, K.H. (2014). *Brunner & Suddarth's textbook of medical-surgical nursing* (13th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2015). *Fundamentals of nursing: The art and science of person-centered nursing care* (8th ed.). Philadelphia: Lippincott Williams & Wilkins.

e. **Optional Texts:**

Colgrove, K.C. & Hargrove-Huttel, R.A. (2011). *Med-Surg success: Applying critical thinking to test taking* (2nd ed.). Philadelphia: F.A. Davis Company.

IX. **American Nurses Association Electronic Books (E-books)**

*American Nurses Association (2015). ***Guide to the Code of Ethics for Nurses: Interpretation and Application:** <http://tinyurl.com/codeofethics2015>

*American Nurses Association (2015). ***Nursing Scope and Standards of Practice:** <http://tinyurl.com/scopeandstandards2015>

*American Nurses Association (2015). ***Nursing's Social Policy Statement: The Essence of the Profession** <http://tinyurl.com/socialpolicy2015>

*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.

X. **Other Required Resources, References, Supplies**

a. Desire2Learn Helpline
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
www.d2l.msu.edu (D2L Help link in upper right corner)
<http://help.d2l.msu.edu/>
Always check with the Help Line first!
<http://help.d2l.msu.edu/students/quick-start-guide>

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 Office of Student Support Services C120 Bott Building 353-4827.
DMC- College of Osteopathic Medicine, 4707 St. Antoine St, Detroit, MI 48201; 517-884-9674

XI. **Evaluations:**

- a. **Learning Assessments and Grading:** NUR 445 course grade will be calculated as shown in the table below. In order to pass the course with a 2.0 or higher, the student must also earn an assessment (in-class exam) average of $\geq 75\%$ and a pass in clinical utilizing the Clinical Evaluation Tool. A student who earns an assessment (in-class exam) average of $< 75\%$ will not pass NUR 445. A student who is determined by the clinical faculty to have deficiencies in clinical will receive an *unsatisfactory rating* on the final evaluation and will not pass NUR 445.

- b. Additionally, any student deemed unsafe in Clinical as determined by faculty will receive a failing grade in the course.
- c. **ATI Proctored Assessment: All students are required to take the proctored assessment exam in order to pass the course.** Additionally, if a student successfully passes the course with a 75% or greater in theory and passes the clinical practice component AND achieves a Level II or higher score on the ATI exam, an additional 2% will be added to the student's final grade in the course. Student ATI assessment results lower than a Level II will have no effect on the course grade as long as the exam requirement is completed.

Items Graded	Weight (Percent of Course Grade)
Exam I*	10%
Exam II*	10%
Exam III*	10%
Final exam*	20%
Mandatory skills practice quizzes	P/F
Skills	10%
Weekly worksheets for clinical	P/F
Med-math	10%
Med-lab and clinical reference preclinical assignment (brought forward from 322/332)	P/F
Mid-term CSA	10%
Final CSA	20%
LAC	P/F
Clinical Performance Evaluation**	S/U

***Items marked with an asterisk are considered learning assessments.**

Students must earn an average assessment score of $\geq 75\%$ to pass the course.

****Clinical performance must be passed at a satisfactory level to pass NUR 445.**

Faculty reserves the right to dismiss a student from clinical areas if the student is too ill, unprepared or a risk to patient safety for any reason as determined by the instructor. Students who are late to clinical are considered a risk to patient safety. Dismissal from clinical for any reason, excluding illness is deemed unexcused, thus carrying the requisite grade consequences as described in the course syllabus.

Students participating in academic misconduct of any kind will fail the course.

- Evidence of preparation / in class participation: Student preparation prior to class time is essential for facilitation of quality dialogue between students and effective use of class time. At some point in each class there will be a small learning assessment taken on D2L. Students must be in class to participate and earn credit. Students are not to have any notes (unless otherwise noted) out and are not permitted in any way to communicate verbally or electronically with other students during any learning assessments.
- **Peer evaluations for group work:** At the start of the semester, students will be assigned to groups in which they will work for the entirety of the semester. Peer evaluation will take place at two points in the semester. Grades will be awarded based on honest and professional peer feedback.

- Any assignment not turned in by the due date/time may not be accepted, if it is accepted a grade deduction of 10% per day late will be incurred.
- **Grading of Skills Check-Offs:** Demonstration of competency in performing new clinical skills is an essential part of NUR 445 learning. It is expected that students will prepare thoroughly for skills check-offs and that each skill will be passed at the first attempt. Skills check-offs are PF of the clinical assignments grade.
- To schedule a retest for a failed skill check-off, the student must contact Emily McIntire or Stephanie Gray in the Granger/DMC Skills Labs and make arrangements for practice, replacement skills kit(s), and a retest time no sooner than the week following the failed check-off.

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

%	GRADE
94-100 %	4.0
89-93.99%	3.5
84-88.99%	3.0
79-83.99%	2.5
75%-78.99%	2.0 (Minimum passing grade)
70%-74.99	1.5
65%-69.99%	1.0
<65%	0.0

CON does not round Course Grades. (eg.93.9%=93% =3.5)

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

XII. Examinations

- Tardiness: If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.
- Absences: Students must notify course faculty of any absence prior to the start of the exam.
- Excused Absence: Absence from an exam may be excused for such reasons as a family death, serious family illness, court mandated appearance, and personal illness (requiring HCP documentation). Excused absence must have appropriate documentation in order to be excused. Course faculty will make the determination of whether an absence is excused if it meets the above criteria.
- Unexcused Absence: No make-up exam will be scheduled. Student will receive a zero grade.
- Make-up Exam (for excused absence only):
 - Students must contact the faculty member to schedule the make-up examination. The

exam must be made-up within 1 week of the original examination date; any extension beyond 1 week is at the discretion of faculty and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.

- b. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.

- f. Proctor process: See the BSN Student Handbook for the proctoring process.

XIII. 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 BSN Student Handbook: <http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm>
 - Includes Professional Development Guidelines
 - Students are responsible for the information found in the CON BSN Student Handbook.
- MSU Spartan Life Online: <http://www.vps.msu.edu/SpLife>.
- 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>

Professionalism

It is expected that a professional, courteous, and positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will be on time to theory, lab and clinical. If for some reason you have to be late or leave early, the course coordinator or your lab instructor should be notified and plans will be made so you will not disturb the entire class. Talking, utilizing Wi-Fi enabled devices to surf the web and sleeping are considered unacceptable during lecture. Asking questions and requesting clarification of information is highly encouraged as student input is valued and worthwhile. Timeliness, honesty and integrity, a positive attitude, assertive communication skills and motivation are some of the personal skills that one should be developing, or refining, during nursing school. These positive skills will be utilized in your time at the College of Nursing and in your chosen profession.

Clinical Course Compliance Requirements

All Michigan State University College of Nursing (CON) Undergraduate Nursing Students are **required to be in compliance** with all health/immunization requirements, criminal background checks, BLS certification, blood borne pathogen training, HIPAA training, and any other agency specific requirement while in the nursing program (Refer to BSN Handbook for detailed policy and procedures).

Students will be considered **out of compliance** if a designated immunization or other item required to be submitted to the University Physician's Office, Office of Student Support Services, ACEMAPP, or other agency is not updated by the designated deadline.

Students enrolled in clinical nursing courses who are **out of compliance will receive a 1% reduction** to the overall course grade which will be applied at the end of the semester for each item out of compliance during the course. If an item is not brought into compliance within 1 week an additional 1% reduction will be taken for each week the student is out of compliance.

Additionally, students enrolled in clinical courses who are identified as out of compliance will not be permitted to attend clinical until documentation has been submitted to the correct compliance monitoring office. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet clinical course objectives, which may result in course failure.

Guidelines to Enhance Personal Safety

The following are recommendation to enhance personal safety when traveling to and from clinical experiences.

Travel Using Public Transportation

- Follow the recommended route when traveling by bus or subway.
- Know the directions to the clinical site prior to leaving home.
- Travel in groups, never alone.
- Have your clinical faculty member's telephone number in your cell phone in case you become lost.
- Never carry a purse. Keep your money and keys in a small wallet that fits in your pocket.
- Always walk with one arm free.
- Walk with confidence. Use eye contact when looking at others.
- Do not openly Do not talk on your phone or text while walking.
- Do not have earbuds in use.
- Be aware of your surroundings; do not engage in excessive conversation.
- Avoid isolated areas.
- Trust your instincts. If you feel unsafe, leave the area. Call your instructor when it is safe to do so.
- Communicate any safety concerns to your clinical instructor or any faculty member immediately.

Travel Using Personal Vehicle

- Obtain directions to site prior to the first clinical day.
- Test drive your vehicle to the clinical site and calculate estimated travel time.
- Check with your clinical instructor about the availability for parking prior to deciding to drive.
- If street parking is the only option, park in view of the clinic site.
- Residents often save a parking spot by placing lawn chairs in front of their homes. Do not remove.
- Keep your doors locked at all times while in vehicle.
- Do not text or talk on your cell phone while driving, parking, and exiting your vehicle.
- Lock your car upon exiting. Lock valuables in your trunk prior to traveling to the clinical site. Never have valuables visible in your car.

- Do not carry a purse; keep money and valuables in a pocket.
- Do not exit the car if you feel unsafe. Find a different parking spot or call your instructor.
- When returning to your car, have keys in hand when leaving the clinical site.
- Do not drive down dead-end streets which makes turning around difficult.
- Do not drive down alleys with debris or glass which may cause flat tires.
- Do not drive down narrow streets which could restrict movement if you need to exit the vehicle.

Honors Option: H-Option is available only for traditional undergraduate students (not second degree students).

XIV. **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 on Protection of Scholarship and Grades, the all-University Policy on Integrity of Scholarship and Grades, and Ordinance 17.00 on 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 or other similar sites to complete any course work for this course. Students who violate course, College, or University policy 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. Students who use RCPD accommodations must adhere to the RCPD policies and procedures.

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 web site 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.

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 that “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.

Grief Policy

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes. It is the responsibility of the student to: **a)** notify the Associate Dean by completing the grief absence request form <https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx>. **b)** complete all missed work as determined by the instructor. It is the responsibility of the Associate Dean or designee to: **a)** determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, **b)** notify the faculty that the student will be absent, and **c)** receive verification of the authenticity of a grief absence request upon the student’s return. It is the responsibility of the instructor to work with the student to: **a)** make reasonable accommodations and **b)** to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

Spartan Honor Code

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing to endeavor to build personal integrity in all that I do.”

XV. Course Calendar:

See Course Calendar on separate document.