Michigan State University College of Nursing

NUR 360 Traditional:
Acute Nursing Care of Adults and Older Adults

Fall 2006

Credits: 8  Lecture/Recitation/Discussion Hours: 4  Clinical Hours: 12
8(4-12)

Prerequisites: NUR 300, 330, 340, and 350; PHM350
Co-requisites: NUR 370 and 380

Faculty

Emily Wilson, RN, MA, AOCN (Co-Chair)
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Course Meeting Day, Time, Location
Lecture: Thursdays, 0800-11:50
Location: A131 Life Sciences
Clinical: Sections 1 & 2: Mondays and Tuesdays
Sections 3, 4, & 5: Tuesdays and Wednesdays
PLUS
Lab check-offs as assigned and lab practice times

Orientation Date, Time, Location
All Sections: To be Announced
Clinical Seminar Dates, Times, Location
Arranged

Course Description
Intensive theory and clinical course integrating foundational pharmacology, pathophysiology, and first level nursing courses. Addressing acute and chronic conditions in an acute care setting.

Level II Outcomes and Competencies

The College of Nursing has defined the following competencies that must be achieved by all students in Level II before progressing onto Level III. At the end of Level II, all students will achieve the objectives and competencies listed below, as well as the bolded indicators specific to this course. (Pertinent NUR 360 indicators are in green.)

A student must achieve a minimum grade of 75% or 2.0 in performance behaviors, clinical assignments, and in the theory class in order to pass the course, regardless of the weighted total of the three.

NURSING THERAPEUTICS II Analyzes data in the delivery of targeted nursing care to persons and populations.

Competencies
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.

Indicators
1. Develop concept map showing the relationship between patient data and scientific principles that support the plan of care; include baseline data, interventions, evaluation, and clinical observation that would support Dx and
prioritization of DX. (also CRITICAL THINKING and EVIDENCE BASED PRACTICE; NUR 360)
   a. Written reflection on contribution of selected nursing theorist to student’s care of this patient and development as a novice nurse.
2. Passes medication math exam with score of 100%. (NUR 360)

ILLNESS AND DISEASE MANAGEMENT II Apply understanding of theories and principles in coordinating the care necessary for the management of illness and disease Competencies
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.
   Indicators
1. Interview a member from a vulnerable population; develop a concept map for an individual/family client from that vulnerable/ethnic population that identifies socio-demographic (age, culture, SES) characteristics that influence the focal health problem, including possible health disparities related to the focal problem, and develop an appropriate risk reduction and/or health promotion diagnoses and intervention plan for the client. Include analysis of issues related to access and barriers to the health care system (Also GLOBAL AND CULTURAL COMPETENCE and HEALTH PROMOTION AND RISK REDUCTION; NUR 370)

PROFESSIONAL LEADERSHIP II Value the contribution of nursing leadership and roles for the delivery of nursing care to persons and populations in health care settings.
Competencies
1. Examine how nursing leadership roles and strategies affect health care quality
2. Collaborate with multiple disciplines in providing client care.
   Indicators
1. Student led case example from clinical of nurse demonstrating leadership characteristics, the impact and importance (NUR 380)

ETHICAL PRACTICE II Apply ethical problem solving in their nursing care.
Competencies
1. Accurately identify and characterize ethical problems arising in the care of clients
2. Identify barriers to and resolutions for client self-determination
   Indicators
1. Scholarly case analysis paper on ethical issue related to a clinical topic with 10 professional (tier 2 writing NUR 380) references using APA format. Successful evaluation will include identification of the components of ethics; select appropriate strategies of identification and resolution of the dilemma formulate and defend management (NUR 380)
2. **Case problem identification and characterization of an ethical problem within clinical practice (Clinical activity in both NUR 360 and 370)**

COMMUNICATION II Apply interactive processes in relating to persons, populations, and colleagues.

**Competencies**
1. Demonstrates effective communication skills in nurse-client and professional interactions
2. Demonstrate ability to communicate in writing with a variety of audiences.

**Indicators**
1. Satisfactory completion of two process recordings (NUR 370)

HEALTH PROMOTION AND RISK REDUCTION II Apply basic concepts and theories to the development of health promotion plans for persons (individual/family).

**Competencies**
1. Compare and contrast major health indicators in cultural/ethnic groups
2. Assess and address factors that place individuals and families at risk.

**Indicators**
1. Combined with other concepts

GLOBAL AND CULTURAL COMPETENCE II Investigate the relevance of global, cultural and socioeconomic factors to health and wellness of persons and populations.

**Competencies**
1. Analyze the importance of global and cultural factors on perception of health and illness
2. Implement nursing interventions that reflect understanding of diversity

**Indicators**
1. Combined with other concepts

CRITICAL THINKING II Analyzes critical thinking processes in their nursing practice.

**Competencies**
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.

**Indicators**
1. Combined with other concepts

EVIDENCE-BASED PRACTICE II Applies theory and research in planning care that prevents or intervenes in illness and disease.

**Competencies**
1. Formulates and manages nursing interventions that are based on theory and research.

   *Indicators*

3. Combined with other concepts.

**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

**Required Texts and Equipment**
- College of Nursing Clinical Uniform
- College of Nursing Skills Bag
- College of Nursing ID Badge
- Stethoscope
- Watch with Second Hand or Second Hand Function

   All required textbooks from NUR 330 and 340

   **PLUS:**


**Instructional Model**
NUR 360 is an 8-credit course that includes both theoretical and clinical components. During the semester students will integrate principles learned in basic physical and social sciences, pathophysiology, pharmacology, and Level I
nursing courses to care for medically and surgically ill adults in an acute care setting. **Attendance is required for all classes. The classroom instructor must be notified if an absence is necessary due to illness.**

Four (4) hours each week will be devoted to in-class learning of the theoretical underpinnings of the care of acutely ill adults. Theoretical content will be presented in a case study format with small group discussion. Completion of assigned readings, independent viewing of media, and take-home assignments is essential to meaningful participation in the classroom portion of this course.

The clinical experience will provide immersion in the adult acute care setting for an average of 12 hours per week. Approximately half of the total clinical hours will be spent in caring for patients with primarily medical diagnoses and half caring for patients with surgical diagnoses. Opportunities for meaningful observational experiences will be provided in such areas as surgery, critical care units, emergency department, and other areas as appropriate. Clinical experiences will incorporate prior knowledge and skills with adult acute care theory. Concept mapping assignments will be utilized to evaluate the students’ mastery of concepts of communication, clinical decision making, health promotion and risk reduction, nursing therapeutics, illness and disease management, professional leadership, ethical practice, evidence based practice, and global cultural competence.

**Evaluation/Grading Scale**

The standard College of Nursing grading scale is used in NUR 360:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
</tr>
<tr>
<td>93-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>83-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>75-78%</td>
<td>2.0</td>
</tr>
<tr>
<td>74-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>65-69%</td>
<td>1.0</td>
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<tr>
<td>≤64%</td>
<td>0</td>
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Grades in NUR 360 will be weighted 50% theory, 30% clinical performance behavior, and 20% clinical assignments. The theory portion of the grade will be based on three (3) in-class individual/group exams, 10 quizzes, and a comprehensive final exam. One quiz grade will be dropped. Missed quizzes may not be made up. The nine highest quiz grades will be utilized for calculating the quiz portion of the final course grade. Quizzes will be based on material assigned for that week prior to course discussion. The final examination will be cumulative for the semester. Students are responsible for material discussed in class, assigned readings, online course materials, and prior course content.
The **clinical** portion of the grade will be divided into grades for clinical performance (30%) and clinical assignments (20%).

<table>
<thead>
<tr>
<th>Theory</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>5%</td>
<td></td>
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<tr>
<td>Exam I</td>
<td>20%</td>
<td></td>
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<tr>
<td>Exam II</td>
<td>20%</td>
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<tr>
<td>Exam III</td>
<td>20%</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>35%</td>
<td></td>
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<tr>
<td>Professionalism (expected behavior)</td>
<td>(-20%)</td>
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<tr>
<th>Clinical Performance</th>
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<tbody>
<tr>
<td>Clinical Evaluation Tool</td>
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<td>30%</td>
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<table>
<thead>
<tr>
<th>Clinical Assignments</th>
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<tbody>
<tr>
<td>Weekly Clinical Synthesis Assignments (including the NT/CT/EBP indicator)</td>
<td>70%</td>
<td>20%</td>
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<tr>
<td>Ethics Detective assignment (EP indicator)</td>
<td>10%</td>
<td></td>
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<tr>
<td>Patient Education CSA</td>
<td>15%</td>
<td></td>
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<tr>
<td>Clinical Observation Papers</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Med Math Exam (NT indicator)</td>
<td>Pass/Fail (Must achieve 100% score to pass)</td>
<td></td>
</tr>
<tr>
<td>Professionalism (expected behavior)</td>
<td>(-20%)</td>
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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 earn a score of less than 75% on a clinical synthesis assignment or if the student’s patient care is deemed to be unsatisfactory, he or she will be withdrawn from one or more of the required observational experiences (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 assigned paperwork. The grade(s) for the additional assignment(s) will be counted as will the failing score and the denominator for calculating the course grade will reflect the actual number of points possible for assigned work. **No graded assignments will be dropped.** The first clinical synthesis assignment of the semester is an un-graded, but **mandatory** assignment. The opportunity to receive feedback on a completed care plan at the beginning of the semester is given to each student so that he/she will have the benefit of personalized feedback to help him/her improve his/her performance before being actually graded. Perceived failure to put forth the maximum effort on this ungraded assignment will reflect on the student’s professionalism (expected behaviors) score the first graded week of the semester.

Written observation papers are required for each of the four observational experiences. Objectives for each observational experience are posted on the ANGEL website and **written assignments should address each of the objectives for the experience.** In addition, each student will 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.

**PLEASE NOTE:**

A student must achieve a minimum grade of 75% or 2.0 in **performance behaviors, clinical assignments, AND in theory** in order to pass the course, regardless of the weighted total of the three.

Each student must also achieve a 100% score on the medication math test and achieve a score of at least 75% on the other course indicators to pass the course, regardless of his her grade in other areas of the course.

**University, CON, and Course Policies**

A. Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for Policies regarding:

1. Academic Dishonesty
2. Taping and communication devices
3. Weather
4. Protection of property/computers
5. Protection of Scholarship and grades
6. SIRS
7. Clinical Attire/dress code
8. Disabled Student
B. Attendance

Students are expected to attend ALL theory **classes**. A health provider’s statement may be requested to validate absences in excess of 2 classes. Students must assume responsibility for missed class content. A number of absences deemed as excessive by course faculty may result in a grade of 0.0 for NUR 360.

**Participation and professionalism are measured by contributions to class discussions and team learning groups and are required behaviors in class as well as in lab and clinical settings.** It is required that each student prepares for class and completes the assigned reading, online, and study guide material. The following examples reflect these objectives:

1. Completing the assigned online and reading material prior to class and completing the study guide assignments.
2. Making an active, serious and positive contribution to class discussions.
3. Maintaining a positive attitude in class
4. Being on time for class and staying for each entire class period
4. Advising the course chairperson in advance by email or voice mail if you are unable to attend class

**Failure to evidence participation and professionalism in class, lab, and/or clinical will result in subtraction of professionalism (expected behavior) points from the student’s grade.**

**ATTENDANCE AT ALL CLINICAL SESSIONS IS REQUIRED**

If you are unable to attend clinical for any reason, notification of the clinical instructor AND your assigned unit must be made **PRIOR** to the clinical experience time. **Clinical experiences include skills lab appointments, scheduled practice times, check-offs and hospital time.** Failure to assume responsibility for attendance will be reflected in the professional development criteria. Five (5) points will be deducted for each unexcused absence from any skills scheduled practice times, and check-offs. Unexcused absences from clinical will result in a grade of 0.0 for that week’s assignment; clinical time and written assignments must be made up satisfactorily, but the grade of zero will stand. If there are a total of 3 unexcused absences, the student will be withdrawn from the course with a grade of 0.0. A health care provider statement will be required to validate clinical absence. **[All clinical absences must be made up by the end of finals week.]** All skills lab absences will be made up by the end of the last day of classes for the semester. Absences from clinical will result in withdrawal from the required observational experiences (OR, ER/Special Studies, or CICU) in order that vital clinical time not be missed. Multiple clinical absences will result in a report being issued to the College of Nursing Student Affairs Committee. As a result of a pattern of clinical absences, the student may receive a 0.0 for NUR 360. **All absences must be made up and the final**
evaluation completed with the clinical instructor by the designated time or a grade of incomplete will be given for the course (in accordance with university regulations concerning the grade of incomplete).

C. Examinations

Quizzes will be regularly scheduled throughout the semester. There will be 3 semester exams and 1 final exam. Exams may be individual and/or group exams. Students must be present for scheduled exams and achieve a minimum of 75% on individual exams to benefit from group examinations. A health provider's statement documenting illness may be requested if an exam is missed. Alternative exams, usually essay, will be used for make-up exams. Except for extraordinary circumstances, 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. All students are expected to take examinations on the designated date unless prior arrangements have been made with the course chairperson.

There will be no make-up quizzes. One (1) quiz scores from the entire semester will be omitted (the lowest and/or missed results). The course grade will include scores from all exams, quizzes and assignments whether they are taken or missed.

Communication

Facility of Record
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Sue Brennan, RN, MSN  353-4755 (office)
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Office Hours: By appointment

COLLEGE OF NURSING  355-6523
A-221 Life Sciences
Student Faculty Relationship

It is expected that a professional, courteous, 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, clinical, and lab. If for some reason you have to be late or leave early, the course chair or lab instructor should be notified and plans will be made so you will not disturb the entire class. Any behavior not directly attentive to classroom activities (talking, reading the newspaper, surfing the web, text messaging friends, and sleeping, etc.) is considered disrespectful during lecture and will result in a lowering of your grade. 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 two years at the College of Nursing and in your chosen profession and it is expected that you will practice these skills in class, lab, and clinical.