

**ACUTE NURSING CARE OF ADULTS  
AND OLDER ADULTS****NUR 360 Sections 001 and 002****8 Credits****Fridays, 8:00 am – 11:50 pm, 137 Akers Hall****Fall 2009**

**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 350

**Co-requisites:** NUR 370 concurrently or NUR 380 concurrently.

**Professional Standards & Guidelines:** 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: Author.

American Nurses Association (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: Author ISBN: 1-55810-176-4.

American Nurses Association (2004). *Nursing: Scope and Standards of Practice*. Washington, D.C.:nursesbooks.org ISBN 1-55810-215-9

American Nurses Association (2003). *Nursing's Social Policy Statement* (2nd ed.). Washington, DC.: nursesbooks.org ISBN 1-55810-214-0

**Faculty:**

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

**Faculty (IRMC):** Kate Lein, MS, FNP  
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**Office Hours:** By appointment  
**Note:** Times will be arranged to accommodate student schedules.

**Faculty (IRMC):** Sue Brennan, RN, MSN  
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**Office Hours:** By appointment  
**Note:** Times will be arranged to accommodate student schedules.

**Faculty (Sparrow):** Peggy Campbell, MSN, RN-BC  
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**Faculty: (Beaumont)** Lynn Cherry, MSN, RN  
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**Office Hours:** By appointment

**Faculty: (Sparrow)** Patricia Doerr, MSN, APRN, BC, CFNP  
**Contact Information:** [patricia.doerr@hc.msu.edu](mailto:patricia.doerr@hc.msu.edu)  
**Office Hours:** By appointment

**Faculty (IRMC):** Barbara Kupferschmid, PhD, RN  
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**Office Hours:** By appointment  
**Note:** Times will be arranged to accommodate student schedules.

**Faculty (Alleiance):** Rebecca Lehto, PhD, RN, OCN  
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**Office Hours:** By appointment  
**Note:** Times will be arranged to accommodate student schedules.

**Faculty (IRMC):** Judy Policicchio, MSN, RN  
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**Office Hours:** By appointment  
**Note:** Times will be arranged to accommodate student schedules.

**Faculty: (Sparrow)** Christa Reaves, MSN, RN  
**Contact Information:** [christa.reaves@hc.msu.edu](mailto:christa.reaves@hc.msu.edu)  
**Office Hours:** By appointment

**Faculty (Sparrow):** Debra Stieve, MSN, RN  
**Contact Information:** [debra.stieve@hc.msu.edu](mailto:debra.stieve@hc.msu.edu)  
**Office Hours:** By appointment  
**Note:** Times will be arranged to accommodate student schedules.

**Faculty (IRMC):** Sue Strouse, RN, MSN

**Contact Information:** [susan.strouse@ht.msu.edu](mailto:susan.strouse@ht.msu.edu)

**Office Hours:** By appointment

**Note:** Times will be arranged to accommodate student schedules.

**Faculty: (Sparrow)** Sally Tazellar, RN, MSN

**Contact Information:** [sally.tazelaar@ht.msu.edu](mailto:sally.tazelaar@ht.msu.edu)

**Office Hours:** By appointment

**Faculty: (Allegiance)** Michelle Yinger, MSN, RN

**Contact Information:** [michelle.yinger@hc.msu.edu](mailto:michelle.yinger@hc.msu.edu)

**Office Hours:** By appointment

**Note:** Times will be arranged to accommodate student schedules.

**Textbook Information and Requirements:**

a. Required Texts:

Ackley, B.J. & Ladwig, G.B. (2008). *Nursing diagnosis handbook: An evidence-based guide to planning care* (8<sup>th</sup> ed.). St. Louis: Mosby.

Boyer, M.J. (2008). *Study guide to accompany Brunner & Suddarth's textbook of medical-surgical nursing* (11<sup>th</sup> ed.). Philadelphia: Lippincott, Williams & Wilkins.

Jarvis, C. (2004). *Physical exam and health assessment* (4<sup>th</sup> ed.). Philadelphia: W.B. Saunders.

Olsen, J.L., Giangrasso, A.P., Shrimptom, D..M. & Dillon, P.A. (2008). *Medical dosage calculation* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Porth, CM. *Pathophysiology: Concepts of altered health states*, 7th Ed. Philadelphia, Lippincott Williams and Wilkins. 2005. (or comparable pathophysiology text)

*Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). (2010). Washington, D.C.: American Psychological Association.

Smeltzer, S.C., Bare, B. G., Hinkle, J.L., & Cheever, K.H. (2008). *Brunner & Suddarth's textbook of medical-surgical nursing* (11<sup>th</sup> ed.). Philadelphia: Lippincott, Williams & Wilkins.

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2008). *Fundamentals of nursing: The art and science of nursing care* (6<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

Taylor, C., Lillis, C., LeMone, P., Lynn, P., & LeBon, M. (2008). *Study guide to accompany fundamentals of nursing: The art and science of nursing care* (6<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

b. Optional Texts: None

c. 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!

College of Nursing Clinical Uniform (Please refer to Student Dress Code)

College of Nursing Skills Bag

College of Nursing ID Badge

Personal Digital Assistant loaded with required software from Skyscape

Protective eye goggles

Stethoscope

Watch with Second Hand or Second Hand Function

Access to computer with Microsoft WORD, internet capability, and printer

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

<b>%</b>	<b>GRADE</b>
100-94%	4.0
93-89%	3.5
88-84%	3.0
83-79%	2.5
78-75%	2.0 (Minimum passing grade)
74-70%	1.5
69-65%	1.0
<64%	0.0

“Final Course Grades will not be rounded”

c. Honors Option: Honors option is available for this course. Please discuss with the course coordinator by the end of the first week of the semester.

Outcomes, Competencies and Indicators: Level II

**LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM**

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.**

<b>Level II</b>			
<b>Concept</b>	<b>Level II Outcome</b>	<b>LII Competency</b>	<b>LII Indicator</b>
COMMUNICATION II (COMM)	Apply interactive processes in relating to persons, populations, and colleagues.	<ol style="list-style-type: none"> <li>1. Demonstrates effective communication skills in nurse-client and professional interactions</li> <li>2. Demonstrate ability to communicate in writing with a variety of audiences.</li> </ol>	Satisfactory completion of two process recordings (NUR 370)
CRITICAL THINKING II (CT)	Analyzes critical thinking processes in their nursing practice.	<ol style="list-style-type: none"> <li>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.</li> <li>2. Takes initiative to plan creatively to meet patient goals.</li> </ol>	Combined with Nursing Therapeutics and Evidenced Based Practice.
NURSING THERAPEUTICS II (NT)	Analyzes data in the delivery of targeted nursing care to persons and populations.	<ol style="list-style-type: none"> <li>1. Obtains a focused assessment by gathering and using data from a variety of sources to identify and prioritize nursing needs.</li> <li>2. Apply theoretical and evidence principles to develop, implement, and evaluate an individualized, prioritized plan of care.</li> </ol>	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 combined. (also CRITICAL THINKING; NUR 360) Exhibit competency in medication/IV fluid dosage calculation by scoring 100% on medication math exam. (NUR 360)
HEALTH PROMOTION AND RISK REDUCTION II (HPRR)	Apply basic concepts and theories to the development of health promotion plans for persons (individual/family).	<ol style="list-style-type: none"> <li>1. Compare and contrast major health indicators in cultural/ethnic groups</li> <li>2. Assess and address factors that place individuals and families at risk.</li> </ol>	Combined with Illness and Disease Management, and Global and Cultural Competence.
ILLNESS AND DISEASE MANAGEMENT II (IDM)	Apply understanding of theories and principles in coordinating the care necessary for the management of illness and disease	<ol style="list-style-type: none"> <li>1. Based on desired outcomes, determines care management needs of the individual (i.e. clinical pathways).</li> <li>2. Identify a variety of barriers and resources that affect client outcomes and delivery</li> </ol>	Interview a member from a vulnerable population; develop a concept map for a individual/family client from that vulnerable/ethnic population that identifies socio-demographic (age, culture, SES)

		of care.	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 (PL)	Value the contribution of nursing leadership and roles for the delivery of nursing care to persons and populations in health care settings.	<ol style="list-style-type: none"> <li>1. Examine how nursing leadership roles and strategies affect health care quality</li> <li>2. Collaborate with multiple disciplines in providing client care.</li> </ol>	Student led case example from clinical of nurse demonstrating leadership characteristics, the impact and importance (NUR 380)
ETHICAL PRACTICE II (EP)	Apply ethical problem solving in their nursing care.	<ol style="list-style-type: none"> <li>1. Accurately identify and characterize ethical problems arising in the care of clients</li> <li>2. Identify barriers to and resolutions for client self-determination</li> </ol>	Case problem identification and characterization of an ethical problem within clinical practice (370)
EVIDENCE-BASED PRACTICE II (EBP)	Apply research evidence and theory, clinical expertise, and patient preferences and values in planning care that prevents or intervenes in illness and disease.	1. Formulates and manages nursing interventions that are based on theory and research.	Present a concept map of a nursing plan of care that demonstrates the relationship between theories and evidence, clinical expertise, and patient values in the prevention or treatment of illness and disease. (Concept map to reflect theories from supporting disciplines and or nursing and evidence from credible sources (NUR 360)
GLOBAL AND CULTURAL COMPETENCE II (GCC)	Investigate the relevance of global, cultural and socioeconomic factors to health and wellness of persons and populations.	<ol style="list-style-type: none"> <li>1. Analyze the importance of global and cultural factors on perception of health and illness</li> <li>2. Implement nursing interventions that reflect understanding of diversity</li> </ol>	Combined with Illness Disease Management.

## **\*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 to review and act 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 Student handbook <http://nursing.msu.edu/handbooks.asp>
- MSU Spartan Life Student Handbook and Resource Guide  
<http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students—including Rights, Responsibilities and Regulations for Students  
<http://www.msu.edu/current/index.html>

## ACUTE NURSING CARE OF ADULTS AND OLDER ADULTS

NUR 360 Sections 001 and 002

8 Credits

Fridays, 8:00 am – 11:50 pm, A-137 Akers

Fall 2009

### Section 001 - Clinical Meeting Times/Places:

Section	First Half September 2 – October 23	Second Half October 26 – December 11
1	IRMC 3Chi M/T: 1400-2100 Barbara Kupferschmid	IRMC 2SE M/T: 0700-1400 Sue Brennan
2	IRMC 3Chi W/Th: 1400-2100 Kate Lein	IRMC 6S W: 0700-1400 & Th 1400-2100 Sue Strouse
3	Sparrow 6Neuman M/T: 0700-1400 Pat Doerr	Sparrow 4Foster M/T: 1400-2100 Sally Tazelaar
4	Sparrow 5West M/T: 0700-1400 Crista Reaves	Sparrow 7Neuman M/T: 1400-2100 Peggy Campbell
5	Sparrow 4Foster W/Th: 1400-2100 Sally Tazelaar	Sparrow 6Neuman W/Th: 1400-2100 Debra Stieve
6	Sparrow 6Neuman W/Th: 1400-2100 Debra Stieve	Sparrow 5West W: 0700-1400/Th: 1400-2100 Emily Wilson
7	Allegiance 7NW T/W: 0700-1400 Michelle Yinger	Allegiance 6SE T/W: 0700-1400 Rebecca Lehto
8	Beaumont 5N M/T 0700-1400 Lynn Cherry	Beaumont 8S M/T 0700-1400 Lynn Cherry

**Section 002 - Clinical Meeting Times/Places:**

<b>Section</b>	<b>First Half</b> September 2 – October 23	<b>Second Half</b> October 26 – December 11
<b>1</b>	IRMC 2SE M/T: 0700-1400 Sue Brennan	IRMC 3Chi M/T: 1400-2100 Barbara Kupferschmid
<b>2</b>	IRMC 6S W: 0700-1400 & Th 1400-2100 Sue Strouse	IRMC 3S W/Th: 1400-2100 Judi Policicchio
<b>3</b>	IRMC 3S W/Th: 1400-2100 Judi Policicchio	IRMC 3Chi W/Th: 1400-2100 Kate Lein
<b>4</b>	Sparrow 4Foster M/T: 1400-2100 Sally Tazelaar	Sparrow 6Neuman M/T: 0700-1400 Pat Doerr
<b>5</b>	Sparrow 7Neuman M/T: 1400-2100 Peggy Campbell	Sparrow 5West M/T: 0700-1400 Crista Reaves
<b>6</b>	Sparrow 5West W: 0700-1400/Th: 1400-2100 Emily Wilson	Sparrow 4Foster W/Th: 1400-2100 Sally Tazelaar
<b>7</b>	Allegiance 6SE T/W: 0700-1400 Rebecca Lehto	Allegiance 7NW T/W: 0700-1400 Michelle Yinger

**Please note:**

**Some clinical sections may change meeting times at midterm and most sections change units and instructors. Make sure you make note of your new clinical times after midterm.** Each clinical group is scheduled for 14 hours of clinical each week. Scheduled times include 30 minutes each day for meal times. Regular clinical sessions are not held during the last week of the semester. The week before final exams is used for make-up of missed clinicals and final clinical conferences.

**Instruction:**

- d. Methodology:
  - a. 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.
  - b. Clinical skills will be taught through demonstration media, skills lab practice and check-offs, and by providing supervised care to selected patients in the clinical setting.

**Evaluation:**

- a. Learning Assessments and Grading:

Grades in NUR 360 will be weighted 60% theory and 40% clinical assignments. The **theory** portion of the grade will be based on three in-class individual/group exams and a comprehensive final exam.

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. 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. 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. 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**.

Theory	Exam I	22%	60%
	Exam II	22%	
	Exam III	22%	
	Final Exam	34%	
	Professionalism (expected behavior)	(-25%)	
Clinical Performance	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.)		Pass/Fail
Clinical Assignments	Midterm Clinical Synthesis Assignments	35%	40%
	Final Clinical Synthesis Assignment (NT/CT/EBP Indicator)	50%	
	Patient Education CSA	15%	
	Clinical Observation Papers	Pass/Fail	
	Med Math Exam (NT indicator)	Pass/Fail  (Must achieve 100% score to pass)	
	Professionalism (expected behavior)	(-25)	

**PLEASE NOTE:**

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

### **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 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. **No graded assignments will be dropped.** The first clinical synthesis assignments of each half of the semester are un-graded, but **mandatory** assignments. The opportunity to receive feedback on completed care plans 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 these ungraded assignments will reflect on the student's final course grade.**

Written observation papers are required for each observational experience. Objectives for observational experiences 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 be warned. 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.

### **Writing Requirements:**

Standard APA citation is required for all writing assignments.

**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;
- b. being on time to all class meetings, labs, clinicals or letting the instructor know as soon as possible if you are going to be late; 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.
- c. 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 completing and turning in all assignments on time;
- d. keeping course faculty apprised of your current contact information at all times;
- e. checking voice and e-mail at least daily on weekdays and the nights before clinical sessions;
- f. contacting course faculty as soon as possible if you are having any difficulties in the course;
- g. preparing for all clinical, lab, and classroom sessions;
- h. being considerate of and respectful toward staff, patients, faculty, and other students at all times;
- 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. In addition
  - a. Cell phones **MUST** be turned off during all class and clinical times. Cell phones may **NOT** be used in any way during class or clinical: texting, phoning, calculator functions, calendar functions, etc.

- b. Calculators may be used for the in-class med-math exam and some exams. Only dedicated calculators (not cell 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.

**Please note** that there is a potential to lose up to 25% of possible percentage points for any assignment or for the clinical or theory course grades for perceived lack of professional behavior in the classroom, clinical setting, lab, or anywhere the student is representing the College of Nursing. Points are not included in course grading for professionalism because these are expected behaviors; however, as stated above, if standards of professional behavior, communication, appearance, and demeanor are not maintained. These points will be deducted from the student's total points at the end of the semester before his/her average grade is calculated.

## Course 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 of Nursing 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](#) and/or the MSU Web site: [www.msu.edu](http://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. All information gained from published sources must be correctly referenced in APA format. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in NUR 360. **Students who violate principles of academic integrity will receive a 0.0 for the course.** Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/honestylinks.html>)

**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](http://MyProfile.rcpd.msu.edu).** The NUR 360 course coordinator should be notified of any special learning/testing needs during the first week of classes.

**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.**

College of Nursing policies regarding Professional Development Guidelines [found in CON Student Handbooks at CON website]. **Students are responsible for the information found in the CON Student Handbook [indicate BSN, MSN, PhD, etc.]**

**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.

Students are expected to attend **ALL** theory **classes and clinical experiences**. A health provider's statement may be requested to validate absences in excess of 2 class meetings. Students must assume responsibility for missed class content. Attendance will be noted at all class meetings. A number of absences deemed as excessive

by course faculty may result in a grade of 0.0 for NUR 360.

### **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. One point will be deducted from the final clinical assignment score for each unexcused absence from any clinical experience, skills scheduled practice times, and check-offs. In addition, 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 (lab and/or clinical), 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. 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).**

Tentative Lecture Schedule – Fall 2009

Week	Friday	Topic
1	9/4	Safety Geriatrics
2	9/11	Oxygenation
3	9/18	Oxygenation
4	9/25	Oncology
5	10/2	<b>Exam I (covers safety, geri, oxy, &amp; oncology)</b> Hematology
6	10/9	Oncology
7	10/16	Cardiovascular
8	10/23	Cardiovascular
9	10/30	<b>Exam II (covers oncology, hematology, &amp; CV)</b> Shock/Sepsis
10	11/6	Neuro
11	11/13	GI
12	11/20	GI Renal
<b>13</b>	<b>11/27</b>	<b>Happy Thanksgiving!</b>
14	12/4	<b>Exam III (covers shock/sepsis, neuro, renal, &amp; GI)</b> Endocrine
15	12/11	Renal Uro Onc
<b>Final Exam</b>	<b>Tuesday, 12/15 0745-0945</b>	<b>Covers ALL Course Content</b>