

**THE UNIVERSITY OF TEXAS AT TYLER
College of Nursing and Health Sciences**

**NURS 4632: NURSING CARE OF THE ADULT II (All sections)
Syllabus
Spring 2009**

Sue Brown, MSN, RN

Office BRB 2055

Phone 903-565-5662

e-mail: rbrown@uttyler.edu

Office Hours: Wednesday, 12-1 PM, 2-4 PM

Pam Heasley, MSN, RN

Office: BRB 2080

Phone: 903-566-7453

e-mail: pheasley@uttyler.edu

Office Hours: Tuesday, 1-4 PM

Deborah Crumpler, MSN, RN, CCRN

Office: Longview Center, 226

Phone: 903-663-8226

e-mail: dcrumpler@uttyler.edu

Office Hours: Wednesday, 1-4 PM

Linda Raymond, MSN, RN

Office: BRB 2035

Phone: 903-566-7394

e-mail: lraymond@uttyler.edu

Office Hours: Tuesday, 11 AM – 2 PM

Rebecca A. Fountain, MSN, RN

Office: BRB 2105

Phone: 566-7096

e-mail: rfountain@uttyler.edu

Office Hours: Tuesday, 10:00 AM – 1 PM

Dyna Tutt, MS, RN, CCRN

Office: Palestine Center, 109

Phone: 903-727-2309

e-mail: dtutt@uttyler.edu

Lectures: Wednesday's, 9:00 –12:00

Tyler: BRB 1030

The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs. Approved by FO: 10/02

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1.0 II. CLASSROOM COMPONENT N4632
N 4632 Class Schedule: Spring 2009

<u>WK.</u>	<u>Date</u>	<u>Topic</u>
1	01/14	Coronary Artery Disease
2	01/21	Dysrhythmias
3	01/28	Inflammatory and Structural Heart Disorders
01/28/08	12th Class day	
4	02/04	<i>Exam 1</i> Specific Lower Respiratory Problems
5	02/11	Respiratory Failure and Acute Respiratory Distress Syndrome
6	02/18	Shock, Systemic Inflammatory Response Syndrome, and Multiple Organ Dysfunction
7	02/25	<i>Exam 2</i> Integumentary Problems and Burns
8	03/04	Acute Renal Failure and Chronic Kidney Disease
Spring Break		
9	03/18	Endocrine Problems
10	03/25	<i>Exam 3</i> Acute Intracranial Problems
March 25	Last Day to Withdraw with an automatic W	
11	04/01	Stroke & Chronic Neurologic Problems
12	04/08	Peripheral Nerve and Spinal Cord Problems
13	04/15	<i>Exam 4</i> Human Immunodeficiency Virus Infection and Arthritis and Connective Tissue Diseases
April 10 - 24 ERI EXAM Available online		
14	04/22	Musculoskeletal Trauma and Orthopedic Surgery and Musculoskeletal Problems
15	04/29	Liver, Pancreas, Biliary Tract, and Obesity Problems

16 05/06 *Comprehensive Final Exam (DATE MAY CHANGE according to room availability)*

2.0 OVERVIEW OF N4632

NURS 4632 – Adult Health II

Semester Credit Hours – 6 hours; 3 hours theory & 3 hours clinical

Prerequisites: Successful completion of all courses through Semester II for the generic and LVN student.

2.0 COURSE DESCRIPTION

Theoretical concepts related to common alterations in health in the adult are presented within the framework of critical thinking and caring. This course builds on knowledge and skills learned in NURS 3611 (Adult Health I). Emphasis is on the comprehensive use of assessment and communication skills when implementing nursing interventions and evaluating patient care outcomes. The focus is on high-level clinical judgment and decision-making abilities. Students provide comprehensive nursing to adult patients experiencing complex high acuity illness in selected structured settings.

3.0 COURSE OBJECTIVES

Upon successful completion of this course, the student will:

1. Utilize critical thinking to provide comprehensive care to adult patients and their families experiencing complex alterations in health.
2. Synthesize research findings and knowledge from nursing and other scientific and humanistic disciplines as they relate to adult health nursing.
3. Coordinate care of multiple adult patients by collaborating with members of the interdisciplinary health care team to promote health, reduce risk, and manage disease.
4. Performs the role of primary care giver in a variety of selected structured settings.
5. Display interpersonal caring by assuming responsibility and accountability for professional interactions.
6. Exemplify professional values that employ ethical, legal, and moral standards in caring for adult patients and their families.

APPROVED: Faculty Organization – 11/99
Texas Board of Nurse Examiners—04/2000

4.0 TEXTBOOKS:

Required:

ANA Foundation of Nursing Packet includes. (*Purchased in Level I*)

Nursing's Social Policy Statement (2nd Ed.) (2003). Washington, D.C.: American Nurses Association.

Nursing: Scope and Standards of Practice (2004). Silver Spring, MD: American Nurses Association.

Code of Ethics for Nurses with Interpretive Statements (2001). Silver Spring, MD: American Nurses Association.

College of Nursing. (2004). *BSN/MSN guide for nursing students*. Tyler: The University of Texas at Tyler. *Note: Must be current version of student guide.*

Lewis, S., Heikemper, M., Dirksen, S., O'Brien, P. & Bucher, L. (2007) *Medical-surgical nursing: Clinical management for positive outcomes* (7th ed.) St. Louis, Mosby.

NCLEX 4000 (2008) – Available in each campus computer lab or may be purchased.

Required Scantrons to be used for examinations: Look for the correct form which includes F-17255-PAR-L (there are 2 of the same color so make sure to look at the form)

A recent (within the past 2 years) lab book, IV drug book, and drug reference book are required. Any reference book purchased in the past semesters will suffice.

Elsevier website: You are encouraged to make use of this website to access the latest information on the subject matter that we will be covering in class.

<http://evolve.elsevier.com/Lewis/medsurg>

5.0 AMERICAN DISABILITIES STATEMENT

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

6.0 EXAMINATIONS/ASSIGNMENTS AND GRADING POLICY

Completion of NURS 4632 is based on satisfactory attainment of didactic and clinical criteria. Any student who fails to meet the course objectives in either the classroom or clinical area must repeat the entire course and may not progress to the next level.

6.1 GRADING POLICY

The simple average of the exam grades, before weighted calculation is performed, must be 75 or above to pass the course. Grades will not be rounded when calculating the average (74.5-74.9 is not rounded to 75).

Students with an exam grade average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

The Course Grade consists of the following components:

Four Unit Exams each (4 @ 16% each)	64%
Comprehensive Final	16%
A passing ERI result page will be used to gain admittance to the final exam. If not passed, a grade of "O" will be recorded.	
Medication Calculation Exam (Must obtain 90% on above exam to pass)	Pass/Fail
Comparative Analysis Worksheet 1 Must obtain 75% to pass clinical	5%
Comparative Analysis Worksheet 2 Must obtain 75% to pass clinical	10%
Evidence Based Case Study Presentation Must obtain 75% on presentation to pass clinical	5%
Clinical mastery	Pass/Fail
25 NCLEX 4000 questions each week Must obtain 75% on 350 questions to pass clinical	Pass/Fail
ERI Medical-Surgical test	<u>Beat national score (Pass)</u> 100%

Letter grades will be assigned on the following scale:

A =	90 - 100
B =	80 - 89
C =	75 - 79
D =	60 - 74
F =	Below 60

Approved FO Fall 1999

B. Grade Replacement Policy

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog)

C. State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work

schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

C. Paper/Assignment Re-grading Policy

Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

D. Examination and Examination Review Policy

1. Attendance for exams are mandatory
2. If absence for an exam is necessary, the student is responsible for notifying the faculty prior to the exam with an acceptable reason.
3. Students will be allowed entry to the classroom after an exam has been started **ONLY** with faculty discretion.
4. Exams will be distributed at the time class is scheduled to begin.
5. All hats/caps must be removed during exam time. All personal items such as purses, books, backpacks, notebooks, and briefcases must be left in the front of the room during testing.
6. Silence will be enforced during the exam time. In order to avoid distraction during the exam, no one will be permitted to leave the room during the exam.
7. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam.
8. Students will not share calculators during exams. Students will not bring their own calculators, cell phones, or any communicating devices into an examination
9. Exam reviews will be conducted at the discretion of the faculty. Test review may be scheduled with the faculty during office hours and within 10 school days from the return of the exam grades.
10. Any student achieving an examination grade less than 75% must schedule an appointment with the faculty within 10 school days from the return of the exam grades.

7.0 Academic Integrity

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UTT Academic Dishonesty Policy and Academic Integrity Policy in the current College of Nursing Student Handbook. These policies are fully endorsed and enforced by all faculty in the College of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable, and, if found violating any of these standards, the student will be disciplined accordingly.
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the Regent's Rules.

8.0 GENERAL EXPECTATIONS OF STUDENTS IN ADULT HEALTH II

8.1 Compliance with University policies

a. **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

b. **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

c. **Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

8.2 Attendance

- a. Attendance during lecture, clinical experiences and clinical conferences is a professional expectation and will be monitored by course faculty. Attendance for clinical assignments is addressed at length in the syllabus. Refer to the university catalog for the policy regarding student attendance and possible student consequences.
- b. Students should read and understand the attendance statement in the current UT Tyler General Catalogue.
- c. Students are responsible for all material discussed and all announcements made if they are absent.
- d. Students must notify the instructor prior to any scheduled clinical or post clinical conference if an absence is necessary. When scheduled in the clinical agency, the students must contact the agency personnel at least one hour prior to the scheduled clinical time. If the student is going to be late, the student must notify the agency and indicate the approximate time of arrival.
- e. Make up time for missed clinical time will be arranged at the discretion of the instructor. A student missing one or more days in one rotation will present a written plan as to how he/she will meet the clinical objectives. Make up time and location for missed post clinical conferences learning experiences will be arranged at the discretion of the instructor.
- f. The use of pagers and cellular phones during class or in the clinical setting is prohibited. ***Due to interference with the interactive video equipment, all cell phones are to be turned completely off during lecture.***

8.2 Dress Code Requirements

A. General: It is the philosophy of the College of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

B. Classroom: Casual or every day business wear is recommended. This includes but is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

C. Professional Presentations, Ceremonies/ Graduation: Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

D. Items to be avoided in all School-related Functions (including but not limited to): Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

E. Laboratory: The school clinical laboratory setting is designed to simulate the health care clinical area. Students will wear clean white lab coats with name tag and UT Tyler school patch on the front left uniform jacket. Classroom attire will be worn under the lab coat.

F. Pre or Post-clinical Experiences in the Health Care Setting: Students may be required to attend conferences or visit the clinical areas as part of their course requirements. Students should wear lab coat with name tag and UTT school patch. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps, etc.

G. Clinical Experience:

1. When attending any clinical experience students are required to wear the standardized student uniform and white uniform jacket with name badge and school patch. Street clothes will be worn in appropriate clinical settings as directed by the clinical faculty with the white uniform jacket, name tag and school patch (see items above to be avoided in clinical areas). Students are to remember that whenever they are visiting a clinical agency or any clinical site, they represent UT Tyler and the College of Nursing and are expected to be professional in appearance and behavior at all times.

2. When student uniforms are required for clinical experiences, as specified by the course, the following guidelines must be adhered to:

a) School patch on the front left of the uniform jacket and the top of the standardized uniform.

- b) The UTT name badge will be worn in all clinical setting. Name tag must be worn above the waist, so name and title are clearly visible.
- c) White or neutral nylon hose are worn with dress/skirt; nylon hose, knee-highs or white socks with pants. Socks must cover ankle.
- d) Clean, white clinical shoes or white leather athletic shoes should be worn (shoes may be mostly white and if stripes or logos are on shoes, these must be minimal and light colored). No canvas shoes or athletic shoes with colored stripes or large logos.
- e) Jewelry: wedding or engagement rings only; single stud earrings and only 1 in each lobe (no dangling or hoops); no rings or studs in the nose, tongue, lip or any other facial or body piercing (other body piercing must be covered or removed); and, no necklaces or bracelets (only Medic Alert). Must have a watch with a second hand.
- f) Make-up, hair, and grooming should be conservative. Hair shoulder length or longer must be pulled neatly back in a ponytail or bun. Hair clips, bands, etc. shall be functional, not decorative (no bows). Mustaches and beards will be neatly groomed, clean and trimmed.
- g) Tattoos must be covered and not visible.
- h) Nails are to be clean and neatly trimmed to no more than fingertip length, with clear or no polish. No artificial nails in OR or L & D.
- i) No perfume, after-shave or other strong scents since this causes nausea and /or difficulty in breathing for many patients.
- j) Gum chewing is not allowed
- k) Any question concerning adherence to the dress code should be directed toward the clinical instructor.

3. Failure to comply with the above requirements may result in an unexcused clinical absence and/or negative clinical evaluation

4. If the dress code rules are broken and a change of clothes is not available, the student may be removed from the school-related function for the remainder of the day. **Appropriate disciplinary action will be taken for repeated violations of this code.**

8.3 Professional Liability Insurance/CPR/Required Immunizations

Students are responsible for providing proof of professional liability, CPR Certification and immunizations prior to hospital experience. Failure to comply with the College of Nursing requirements will result in unexcused clinical absence.

8.4 Clinical Injuries

Hospital and other health facilities DO NOT cover any medical expense as a result of accident or injury; thus, each student is responsible for any medical expenses as a result of accident or injury; thus, each student is responsible for any medical or hospitalization charges that occur.

8.5 Working Prior To Clinical

Students working the shift prior to the assigned clinical experiences are at high risk for unsafe clinical practice. It is advised that the student not work prior to the assigned clinical day.

8.6 Lecture

- a) If lecture outlines are used, they will be posted on Blackboard a minimum of two (2) working days prior to class and will be removed at midnight prior class,
- b) The clinical portion of the course syllabus, handouts, and any other required course materials will to be placed on blackboard.
- c) All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
- d) A two-week window prior to the final exam is being provided to take the ERI from any internet computer. You may retake the exam up to 5 times to achieve a score above the national average. If the student has not fulfilled this requirement, he/she will not be allowed to take the final exam. A grade of * 0* will be recorded for the final exam for this student
- e) All nursing students are required to use their student email accounts for all correspondence (Approved FO: 2/03)

8.7. Student Affirmation Form

1. Each line must be initialed, signed, and dated for each course every semester.
2. The form will be placed in the student's file

8.8 Audio/Video-Recording Agreement

1. Any student wishing to record a class must sign this agreement no later than the second week of classes each semester. An agreement must be signed for each course every semester.
2. Due to the confidential nature of some course content, the student will provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

WEEK 1

Nursing Management: Coronary Artery Disease and Acute Coronary Syndrome

OBJECTIVES:

Following completion of this unit, the student will be able to:

1. Describe the etiology and pathophysiology of coronary artery disease.
2. Identify risk factors for coronary artery disease and the nursing role in the promotion of therapeutic lifestyle changes in patients at risk.
3. Compare and contrast the precipitating factors, clinical manifestations, and collaborative care and nursing management of the patient with coronary artery disease and chronic stable angina.
4. Describe the clinical manifestations, complications, diagnostic study results, and collaborative care of the patient with acute coronary syndrome.
5. Describe the pathophysiology of myocardial infarction from the onset of injury through the healing process.
6. Identify commonly used drug therapy in treating patients with coronary artery disease and acute coronary syndrome.
7. Identify key issues to include in the rehabilitation of patients recovering from acute coronary syndrome and coronary revascularization procedures.
8. Describe the precipitating factors, types, clinical presentation, and collaborative care of patients who are at risk for or have experienced sudden cardiac death.

Learning Activities

1. Pre-Class Assignment: Read Lewis, Chapter 34 (784 – 820).
2. Review readings from pharmacological text.
3. Evaluation: Exam

WEEK 2

Nursing Management: Dysrhythmias

OBJECTIVES:

Following completion of this unit, the student will be able to:

1. Describe the nursing management of patients requiring continuous electrocardiographic (ECG) monitoring
2. Identify the clinical characteristics and ECG patterns of normal sinus rhythm, common dysrhythmias, and acute coronary syndrome (ACS)
3. Describe the nursing and collaborative management of patients with common dysrhythmias and ECG changes associated with ACS.
4. Differentiate between defibrillation and cardioversion, identifying indications for their use and physiologic effects of each.
5. Describe the management of a patient with temporary and permanent pacemakers.
6. Describe the management of patients with implantable cardioverter-defibrillators.
7. Explore through evidence-based research the quality of life patients experience s/p ICD's.
8. Explain the management of a patient undergoing electrophysiologic testing and radiofrequency catheter ablation therapy.

Learning Activities

1. Pre-Class Assignment: Read Lewis, chapter 36, (pg. 842--864).
2. Review readings from pharmacological text.
3. Review the EBP scholarly work of Samuel Sears, PhD regarding quality of life and ICD patients.
4. Participate in the mandatory Sim-Man arrhythmia training; date and time depends on campus. (Tyler campus –Sep 12 or Sep 15, Health Assessment lab 1, sign up for date and time in class)
5. Evaluation: Exams

WEEK 3**NURSING MANAGEMENT: INFLAMMATORY AND STRUCTURAL HEART DISEASE****OBJECTIVES**

1. Describe the etiology, pathophysiology, and clinical manifestations of infective endocarditis and pericarditis.
2. Discuss the collaborative care and nursing management of infective endocarditis and pericarditis.
3. Explain the importance of prophylactic antibiotic therapy in infective endocarditis.
4. Explain the etiology, clinical manifestations, collaborative care, and nursing management of myocarditis.
5. Describe the etiology, pathophysiology, and clinical manifestations of rheumatic fever and rheumatic heart disease.
6. Discuss the collaborative care and nursing management of the patient with rheumatic fever and rheumatic heart disease.
7. Identify the etiologies of acquired valvular heart diseases.
8. Discuss the pathophysiology, clinical manifestations, and diagnostic studies for the various types of valvular heart problem.
9. Describe the collaborative care and nursing management of the patient with valvular heart disease.
10. Describe interventions used in management of the patient with valvular heart problems.
11. Describe the pathophysiology and clinical manifestations of the different types of cardiomyopathies.
12. Discuss the nursing and collaborative management of patients with different types of cardiomyopathies.

Learning Activities

1. Pre-Class Assignment: Read Lewis, chapter 37 (pg, 865 – 891).
2. Review readings from pharmacological text.
3. Evaluation: Exams

WEEK 4**NURSING MANAGEMENT: SPECIFIC LOWER RESPIRATORY PROBLEMS****OBJECTIVES**

- Identify the mechanisms involved, the clinical manifestations and treatment of pneumothorax, fractured ribs, and flail chest.
2. Describe the purpose, methods, and nursing responsibilities related to chest tubes
 3. Explain the types of chest surgery and appropriate preoperative and postoperative care
 4. Describe the pathophysiology, clinical manifestations and collaborative and nursing management, including appropriate drug therapy, for pulmonary emboli

LEARNING ACTIVITIES

1. Pre-Class Assignment: Read Lewis, pgs. 585-592 & 598-600.
2. Review readings from pharmacological text.
3. Evaluation: Exams

WEEK 5**NURSING MANAGEMENT: RESPIRATORY FAILURE AND ACUTE RESPIRATORY DISTRESS SYNDROME****OBJECTIVES**

1. Compare the pathophysiologic mechanisms that result in hypoxemic and hypercapnic respiratory failure
2. Differentiate between early and late clinical manifestations of acute respiratory failure
3. Describe the nursing and collaborative management of the patient with hypoxemic or hypercapnic respiratory failure, including acute intervention
4. Differentiate the indications for and modes of mechanical ventilation
5. Describe the principles of mechanical ventilation and related collaborative and/or nursing care for intubated, critically ill patients.
6. Relate the pathophysiologic mechanisms that result in acute respiratory distress syndrome (ARDS) to the clinical manifestation
7. Describe the nursing and collaborative management of the patient with ARDS
8. Identify complications that may result from acute respiratory failure or ARDS and measures to prevent or reverse these complications
9. Explain the use of drug therapy for patients with respiratory failure and ARDS.

Learning Activities

1. Lewis, pgs. 1799 – 1820 & Chapter 66 (pgs 1751 –1768).
2. Review pharmacological textbook readings.
3. Evaluation: Exams

WEEK 6**NURSING MANAGEMENT: SHOCK AND MULTIPLE ORGAN DYSFUNCTION SYNDROME****OBJECTIVES**

1. Define shock
2. Differentiate the two major classifications of shock: low blood flow and maldistribution of blood flow.
3. Describe the pathophysiology and clinical manifestations of the different types of shock.
4. Compare and contrast the effects of shock, systemic inflammatory response syndrome, and multiple organ dysfunction syndrome on the major body systems.
5. Compare the collaborative care, medication therapy, and nursing management of patients with different types of shock.
6. Describe the nursing management of a patient experiencing multiple organ dysfunction syndrome.
7. Discuss the principles of hemodynamic monitoring and collaborative care and nursing management of the patient receiving hemodynamic monitoring.

Learning Activities

1. Pre-Class Assignment: Read Lewis, Chapter 66 (pgs. 1738 – 1751) & Chapter 67 (pgs 1772- 1798).
2. Review readings from pharmacology textbook.
3. Evaluation: Exams

WEEK 7**NURSING MANAGEMENT: BURNS****OBJECTIVES**

1. Describe the causes and prevention of burn injuries.
2. Describe the burn injury classification system.
3. Describe the relationship between the involved structures and the clinical appearance of partial- and full-thickness burns.
4. Identify the parameters used to determine the severity of burns.
5. Describe the pathophysiology, clinical manifestations, complications, and nursing and collaborative management of the three burn phases.
6. Explain fluid and electrolyte shifts during the emergent and acute burn phases.
7. Describe the nutritional therapy of the burn patient during the three burn phases.
8. Describe the interventions that the nurse may use in the management of pain in the burn patient.
9. Explain the physiologic and psychosocial aspects of burn rehabilitation.
10. Describe the nursing management of the emotional needs of the burn patient and family.
11. Discuss the issues involved and rationale for preparing the burn patient to return home.

Learning Activity:

1. Pre-Class Assignment: Read Lewis, chapters 25, (pgs. 483-507)
2. Review readings from pharmacology textbook.
3. Evaluation: Exams

WEEK 8**NURSING MANAGEMENT: ACUTE RENAL FAILURE AND CHRONIC KIDNEY DISEASE****OBJECTIVES**

1. Differentiate between acute renal failure and chronic kidney disease.
2. Differentiate among the causes of prerenal, intrarenal, and postrenal acute renal failure.
3. Describe the clinical course of reversible acute renal failure.
4. Explain the collaborative care and nursing management of a patient with acute renal failure.
5. Describe the systemic manifestations of chronic kidney disease.
6. Explain the conservative collaborative care and the related nursing management of the patient with chronic kidney disease.
7. Differentiate between peritoneal dialysis and hemodialysis in terms of purpose, indications, advantages and disadvantages and nursing responsibilities.
8. Describe common vascular access sites used for hemodialysis.
9. Compare dialysis and renal transplantation as methods of treatment for end-stage renal disease.
10. Describe the nursing management of patients in the preoperative, intraoperative, and postoperative stages of kidney transplantation.
11. Discuss the potential long-term problems of the patient with a kidney transplant.

Learning Activities

1. Pre-Class Assignment: Read Lewis, Chapter 47 (pg. 1197 – 1232).
2. Review readings from pharmacology textbook.
3. Evaluation: Exams

WEEK 9
NURSING MANAGEMENT: ENDOCRINE PROBLEMS

OBJECTIVES

1. Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with an imbalance of hormones produced by the anterior pituitary gland.
2. Describe the pathophysiology, clinical manifestations, collaborative care, medication therapy, and nursing management of the patient with thyroid and parathyroid dysfunction.
3. Describe the pathophysiology, clinical manifestations, collaborative care, medication therapy, and nursing management of the patient with an imbalance of hormones produced by the adrenal cortex and medulla..
4. Describe the side effects and complications of corticosteroid therapy.
5. List common nursing assessments, interventions, rationales, and expected outcomes related to patient teaching for management of chronic endocrine problems.

Learning Activities

1. Pre-Class Assignment: Read Lewis, Chapter 48 (pgs, 1234-1252) & Chapter 50 (pgs. 1290-1321).
2. Review readings from pharmacology textbook.
3. Evaluation: Exams

WEEK 10
NURSING MANAGEMENT: ACUTE INTRACRANIAL PROBLEMS

OBJECTIVES

1. Identify the physiologic mechanisms that maintain normal intracranial pressure.
2. Identify the common etiologies, clinical manifestations, and collaborative care of the patient with increased intracranial pressure.
3. Describe the collaborative and nursing management of the patient with increased intracranial pressure.
4. Differentiate types of head injury by mechanism of injury and clinical manifestations
5. Describe the collaborative care and nursing management of the patient with a head injury.
6. Compare the types, clinical manifestations, and collaborative care of brain tumors.
7. Discuss the nursing management of the patient with a brain tumor.
8. Describe the nursing management of the patient undergoing cranial surgery.
9. Compare the primary causes, collaborative care, and nursing management of meningitis, encephalitis, and brain abscess.
10. Describe the etiology, clinical manifestations, and nursing management of the patient with rabies.

Learning Activity

1. Pre-Class Assignment: Read Lewis, Chapter 55 (pgs 1467 – 1501)
2. Review readings from pharmacology textbooks.
3. Evaluation: Exams

WEEK 11
NURSING MANAGEMENT: STROKE

OBJECTIVES

1. Describe the incidence of and risk factors for stroke.
2. Explain mechanisms that affect cerebral blood flow.
3. Compare and contrast the etiology and pathophysiology of ischemic and hemorrhagic strokes.
4. Correlate the clinical manifestations of stroke with the underlying pathophysiology.
5. Identify diagnostic studies performed for patients with strokes.
6. Describe the collaborative care, drug therapy, and nutritional therapy for a patient with a stroke.
7. Describe the acute nursing management of the patient with a stroke.
8. Describe the rehabilitative nursing management of the patient with a stroke.
9. Explain the psychosocial impact of a stroke on the patient and the family.

NURSING MANAGEMENT: CHRONIC NEUROLOGIC PROBLEMS

OBJECTIVES

1. Compare and contrast tension-type, migraine, and cluster headaches in terms of etiology, clinical manifestations, collaborative care, and nursing management.
2. Describe the etiology, clinical manifestations, diagnostic studies, collaborative care, and nursing management of seizure disorder, multiple sclerosis, Parkinson's disease and myasthenia gravis.
3. Describe the clinical manifestations and nursing and collaborative management of restless legs syndrome, amyotrophic lateral sclerosis and Huntington's disease.
4. Explain the potential impact of chronic neurologic disease on physical and psychologic well-being.
5. Outline the major goals of treatment for the patient with a chronic, progressive neurologic disease.

Learning Activities

1. Pre-Class Assignment: Read Lewis-Chapter 58 (pgs. 1502 – 1526) & Chapter 59 (pgs. 1527 – 1560)
2. Review readings from pharmacology textbook
3. Evaluation: Exams

Week 12**NURSING MANAGEMENT: PERIPHERAL NERVE AND SPINAL CORD PROBLEMS****OBJECTIVES**

1. Explain the etiology, clinical manifestations, collaborative care, and nursing management of trigeminal neuralgia and Bell's palsy.
2. Explain the etiology, clinical manifestations, collaborative care, and nursing management of Guillain-Barre syndrome, botulism, tetanus, and neurosyphilis
3. Describe the classification of spinal cord injuries and associated clinical manifestations.
4. Describe the clinical manifestations, collaborative care, and nursing management of spinal cord shock.
5. Correlate the clinical manifestations of spinal cord injury with the level of disruption and rehabilitation potential.
6. Describe the nursing management of the major physical and psychologic problems of the patient with a spinal cord injury.
7. Describe the effects of spinal cord injury on the older adult population.
8. Explain the types, clinical manifestations, collaborative care, and nursing management of spinal cord tumors.
9. Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of postpolio syndrome.

Learning Activities

1. Pre-Class Assignment: Read Lewis-Chapter 61 (pgs 1580 – 1613).
2. Review readings from pharmacology textbook.
3. Evaluation: Exams

WEEK 13**NURSING MANAGEMENT: INFECTION AND HUMAN IMMUNODEFICIENCY VIRUS (HIV)****OBJECTIVES**

1. Discuss the impact of emerging and reemerging infections on health care.
2. List ways that nurses can decrease the development of resistance to antibiotics.
3. List the ways HIV is transmitted and the factors that affect transmission.
4. Describe the pathophysiology of HIV infection.
5. Outline HIV disease progression in the spectrum of untreated infection.
4. Identify the diagnostic criteria for acquired immunodeficiency syndrome (AIDS).
5. Explain methods of testing for HIV infection.
6. Discuss the collaborative management of HIV infection.
7. Summarize the characteristics of opportunistic diseases associated with AIDS.
8. Describe the long-term consequences of HIV infection and or treatment of HIV infection.
9. Compare and contrast the methods of HIV prevention that eliminate risk and those that decrease risk.
10. Describe the nursing management of HIV-infected patients and HIV-at-risk patients.

NURSING MANAGEMENT: ARTHRITIS AND CONNECTIVE TISSUE DISEASES**OBJECTIVES**

1. Compare and contrast the sequence of events leading to joint destruction in osteoarthritis and rheumatoid arthritis.
2. Describe the clinical manifestations, collaborative care, and nursing management of osteoarthritis and rheumatoid arthritis.
3. Compare and contrast the pathophysiology, clinical manifestations, collaborative care, and nursing management of ankylosing spondylitis, psoriatic arthritis, and reactive arthritis.
4. Describe the pathophysiology, clinical manifestations, and collaborative care of septic arthritis, Lyme disease, and gout.
5. Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of systemic lupus erythematosus, polymyositis, dermatomyositis, and Sjorgen syndrome.
6. Describe the drug therapy and related nursing management associated with arthritis and connective tissue diseases.
7. Compare and contrast the possible etiologies, clinical manifestations, and collaborative and nursing management of myofacial pain syndrome, fibromyalgia syndrome, and chronic fatigue syndrome.

Learning Activities.

1. Pre-Class Assignment: Read Lewis, Chapter 15 (pgs. 243 – 270) & Chapter 65 (pgs 1693 – 1730)
2. Review readings from pharmacological text
3. Evaluation: Exams

WEEK 14**NURSING MANAGEMENT: MUSCULOSKELETAL TRAUMA AND ORTHOPEDIC SURGERY OBJECTIVES**

1. Explain the etiology, pathophysiology, clinical manifestations, and collaborative care of soft tissue injuries, including strains, sprains, dislocations, subluxations, bursitis, repetitive strain injury, carpal tunnel syndrome, rotator cuff injury, meniscus injury, and muscle spasms.
2. Describe the sequential events involved in fracture healing.
3. Differentiate among closed reduction, cast immobilization, open reduction, and traction regarding purpose, complications, and nursing management.
4. Describe the neurovascular assessment of an injured extremity.
5. Explain common complications associated with fracture injury and fracture healing.
6. Describe the collaborative care and nursing management of patients with specific fractures.
7. Describe the indications for and the collaborative care and nursing management of the patient with an amputation.
8. Describe the types of joint replacement surgery associated with arthritis and connective tissue diseases.
9. Identify the preoperative and postoperative management of the patient having joint replacement surgery.

NURSING MANAGEMENT: MUSCULOSKELETAL PROBLEMS**OBJECTIVES**

1. Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of osteomyelitis.
2. Describe the types, pathophysiology, clinical manifestations, and collaborative care of bone cancer.
3. Differentiate between the causes and characteristics of acute and chronic low back pain.
4. Describe the conservative and surgical therapy of intervertebral disk damage.
5. Describe the postoperative nursing management of a patient who has undergone spinal surgery.
6. Explain the etiology and nursing management of common foot disorders.
7. Describe the etiology, pathophysiology, clinical manifestations, and collaborative and nursing management of osteomalacia, osteoporosis, and Paget's disease.

Learning Activities

1. Pre-Class Assignment: Read Lewis, Chapter 63 (pg 1629 – 1667) and Chapter 64 (pgs 1669- 1691).
2. Review readings from pharmacology textbook.
3. Evaluation: Exams

Week 15
NURSING MANAGEMENT: LIVER, PANCREAS, AND BILIARY TRACT PROBLEMS

OBJECTIVES

Upon successful completion of the unit, the student will be able to:

1. Define jaundice and describe signs and symptoms that may occur with the different types of jaundice.
2. Differentiate among the types of viral hepatitis, including etiology, pathophysiology, clinical manifestations, complications, and collaborative care.
3. Describe the nursing management of the patient with viral hepatitis.
4. Explain the pathophysiology, clinical manifestations, complications, and collaborative care of the patient with nonalcoholic fatty liver disease.
5. Explain the etiology, pathophysiology, clinical manifestations, complications, and collaborative care of the patient with nonalcoholic fatty liver disease.
6. Describe the clinical manifestations and management of liver cancer.
7. Describe the pathophysiology, clinical manifestations, complications, and collaborative care of acute and chronic pancreatitis.
8. Describe the nursing management of the patient with pancreatitis.
9. Explain the clinical manifestation and collaborative care of the patient with pancreatic cancer.
10. Explain the pathophysiology, clinical manifestations, complications, and collaborative care, including surgical therapy of gallbladder disorders.
11. Describe the nursing management of the patient undergoing conservative or surgical treatment of cholecystitis and cholelithiasis.

NURSING MANAGEMENT: OBESITY

OBJECTIVES

1. Discuss the etiologies and collaborative care of obesity.
2. Describe the classification systems for determining a person's body size.
3. Explain the health risks associated with obesity.
4. Discuss the nutritional therapy and exercise plans for the obese patient.
5. Describe the different bariatric surgical procedures used to treat obesity.
6. Describe the nursing management related to conservative, pharmacologic, and surgical therapies for obesity.
7. Describe the etiology, clinical manifestations, and nursing and collaborative management of metabolic syndrome.

Learning Activities

1. Pre-Class Assignment: Read Lewis, Chapter 41 (pgs 971 – 989) & 44 (pgs 1087 – 1134)
2. Review readings from pharmacology textbook.
3. Review PICO case study of patient with cirrhosis with use of Alternative Medicine.
4. Evaluation: Exams

10.0 CLINICAL COMPONENT

10.1 OVERVIEW OF CLINICAL EXPECTATIONS

The clinical component of this course consists of 112.5 hours of clinical time within an acute care facility. To receive a satisfactory score within the clinical component of the course, the student must achieve a score of 2 or 3 in all areas of the clinical evaluation tool. Please refer to the clinical objectives and the clinical evaluation tool and Guidelines for clinical evaluation sections of the clinical syllabus.

Clinical experiences may vary between groups, but each student's total hours must equal 112.5. These hours may be divided (according to clinical instructors' discretion) as follows:

Orientation to clinical area,	4 hours
Observational experiences (cath lab, emergency room, etc.)	up to 16 hours
Direct patient care unit with preceptor	84 hours (or more)
Post Clinical Conferences (sim lab & PICO presentations)	8.5 hours

Clinical experiences are precepted at each facility.

Clinical days – If you miss a scheduled clinical day and have to rearrange a different time, you are responsible to notify the Charge Nurse and assigned preceptors on the designated unit prior to the start of the missed scheduled clinical day. You must notify the unit 2 hours prior to the start of the clinical. You must also call and speak with your clinical instructor (no text message, no e-mail, no message left on recorder) prior to the missed clinical. You will be required to complete a CAW for **each** missed day. Even though this CAW will not count toward the two CAW grades, you must make a 75 or above as part of your missed clinical experience.

Clinical Conferences: Students will meet to discuss clinical experiences as announced by their clinical instructor(s). This time will be used to encourage critical thinking through use of case studies and current patient assignments, to provide time for student presentations and other learning opportunities. **Attendance at clinical conferences is mandatory, and plans should be made to be on time for conferences.** Planned times for these conferences are individualized between groups.

10.1 CLINICAL OBJECTIVES:

Upon completion of the course, the student will:

A. PROVIDER OF CARE

1. Assess the adult patient with medical-surgical conditions for health status and health needs.
2. Identify actual and potential problems for the adult patient based on assessment data.
3. Formulate an individualized plan of care with appropriate interventions and patient outcomes for the adult patient.
4. Implement nursing actions that are based on current theory and research.
5. Evaluate the effectiveness of nursing interventions in meeting the expected outcomes.
6. Revise the plan of care when the expected outcomes are resolved or not met.

B. COORDINATOR OF CARE

7. Coordinate comprehensive care for a minimum of four patients with medical-surgical conditions through collaboration with the individual, family, and other health care providers, utilizing critical decision-making and time management skills.

C. MEMBER OF THE PROFESSION

8. Demonstrate responsibility and accountability for own actions.

9. Abide by the laws and standards designated by the University of Texas at Tyler College of Nursing, Texas State Board of Nurse Examiners, and the ANA Code of Ethics.

10. Project a professional image by adhering to the dress code and meeting the attendance requirements.

D. COMMUNICATION

11. Document in a comprehensive, organized, and clearly stated manner the nursing care delivered.

12. Communicate with the clinical faculty and other health care providers regarding patient status.

13. Establish effective working relationships with clinical faculty, facility personnel, peers, patients, and patient's families.

E. SAFETY

14. Provide safe care by accurately administering medications in real and simulated situations.

15. Accurately identify safety risks and appropriately intervene to provide a safe patient and family environment.

Approved: Faculty Organization—11/99; Board of Nurse Examiners—04/2000

Clinical student evaluations will be placed in the student's file at the end of the semester for each clinical course

10.2 Clinical assignments:

For this course, the following assignments will be required:

a. *Successful completion of medication calculation exam*

Medication Calculation Policy

1. Students are required to achieve a 90 or higher on the medication calculation exam prior to the first clinical day. Students are permitted two (2) attempts for success on the exam.

2. Students who are unsuccessful on the first attempt of the medication calculation exam must provide written evidence that remediation has taken place before being permitted a second attempt.

3. If a student fails to achieve the required 90% or higher on the second attempt, the student will be required to withdraw from the course for the semester. A grade of W will be

posted on the student's transcript, but will be regarded as a nursing course failure in the College of Nursing.

4. Medication calculation is a component of medication administration. Mastery of medication administration must be demonstrated in the clinical and classroom settings for successful completion of all clinical courses. In addition to the initial medication calculation exam (above), medication questions on unit exams and observation in the clinical setting will be used to assess and evaluate the clinical safety of students on an individual basis. Serious or repetitive medication and/or calculation errors may indicate unsafe clinical practice.

b. Successful completion of two *Comparative Analysis Worksheets (CAW)*. A minimum of 75 points must be achieved on the CAW. The paper will be graded according to the Grading Criteria. No "redos" or revisions will be allowed. If a grade of 75 is not achieved, the students will be required to choose another patient and submit an entirely new patient study.

c. One (1) *Evidence Based Case Study Presentation* - Each student is to take an active leadership role in coordinating and directing the learning of others in his or her clinical group. Their clinical instructor will provide the student with a case study. Students will need to develop the case study into a presentation format. In addition, the student must expand the case study by developing one EBP question and will need to include at least two nursing research based or EBP articles to support/refute their EBP question. If a group is assigned to one case study, each student is responsible for developing a separate PICO question and providing two EBP articles.

d. Submit 25 NCLEX 4000 questions each for a total of 350 questions for the semester.

e. Successful completion of the Adult 1 and Adult 2 ERI. Student must achieve above national average on each exam to successfully pass course.

10.3 Student accountability in special situations

1. Students are not allowed to:
 - a. take verbal or telephone orders from physicians
 - b. transcribe or note physician's orders
 - c. witness operative permits
 - d. administer blood transfusions*** Students are expected to seek experiences where they may observe blood administration and assist with assessment of the patient and procedure.
2. Students must be supervised by a staff nurse or by the clinical instructor to:
 - a. perform IV-related procedures, including IV hepllock flushes, IV starts, IVPB, and IV pushes.
 - b. sign out narcotics (requires co-signature)
3. In Code 44 situations students may perform CPR only.
4. Students must wear full UTT Students Uniforms to all clinical experiences. (See Dress Code Requirements)
5. Students **are expected to appropriately** identify situations in which the presence of the preceptor/clinical instructor is necessary for student learning and/or patient safety, and to call their preceptor/instructor as necessary.

6. It is recommended that the primary nurse review all medications before a student administers them.
7. No medication will be given unless the student has established the 5 rights of medication administration: Right Patient, Right Time, Right Route, Right Dose, Right Medication. The student must use 2 patient identifiers (Joint Commission requirement) when administering medications, and visibly check armband accuracy
8. Students should refer to facility clinical policy and procedure manuals as part of your practice development and learning.

Unsafe Clinical Performance:

Any act of omission or commission which may result in harm to the patient is considered unsafe clinical practice, and may result in removal from the clinical setting, disciplinary action according to the discretion of the course faculty, a negative clinical evaluation, a course failure, and/or dismissal from the program. During the clinical practicum, unsafe clinical practice is defined as any one of the following:

When the student:

1. Commits repetitive and/or a single, serious medication error.
2. Violates or threatens the physical, psychological, microbiological, chemical, or thermal safety of the patient.
3. Violates previously mastered principles/learning objectives in carrying out nursing care skills and/or delegated medical functions.
4. Assumes inappropriate independence in action or decisions.
5. Does not adhere to current CDC guidelines for infection control.
6. Fails to recognize own limitations, incompetence, and/or legal responsibilities.
7. Fails to accept moral and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the Code for Nurses.
8. Arrives at clinical settings in an impaired condition as determined by the clinical instructor.

Failure to comply with any of the above requirements may result in an unexcused clinical and/or negative clinical evaluation.

STUDENT AFFIRMATION FORM

_____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

_____ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

_____ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

_____ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

_____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing

_____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

_____ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

_____ I will not allow any other student access to any of my paperwork for the purpose of copying.

Student's Signature

Date

Student's Printed Name

____NURSE 4632_____
Course

AUDIO/VIDEO-RECORDING AGREEMENT

I have been given permission to record the following class, NURS _____.

I understand that, the recordings are for my personal studies only. I realize that lectures recorded may not be shared with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

Print Name

Date

Signature of Student

NURS

Course Number

I have erased all recordings made during this current semester in NURS _____.

Signature of Student

Date

(Revised with permission from TCU
Approved FO: 10/06)