

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

NURS3611: MEDICAL-SURGICAL NURSING 1
Fall 2015
Thursdays 11AM – 1:45PM

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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 Classroom Content Calendar

Week	Date	Topic
		<u>LEAVE THE FIRST 2 WEEKS OPEN FOR VARIOUS LABS AND CLINICAL ORIENTATIONS!!!</u>
	8/24	Skills Lab #1—0900 – 1600 LUC 108 <i>Medication Administration Quiz</i>
1	8/27	Care of the Perioperative Patient
	8/31	Skills Lab #2—0900 – 1600 LUC 108 <i>Medication Administration Quiz</i>
2	9/3	Care of Patients with Oncology Disorders TBA Medication Administration Quiz Repeat (if necessary)
	9/4 Census Day	Last day to withdraw without penalty
3	9/10	Care of Patients with Hematology
4	9/17	Exam 1 Care of the Patient with Upper Respiratory Disorders
	9/18	Tyler EBP Conference—All Required to attend
5	9/24	Care of the Patient with Lower Respiratory Disorders
6	10/1	Care of the Patient with Obstructive Respiratory Disorders
7	10/8	Exam 2 Care of the Patient with Hypertension
	10/12	MIDCLINICAL SWITCH
8	10/15	Care of the Patient with Heart Failure and PVD
9	10/22	Exam 3 Care of the Patient with Renal Disorders
	10/26	Last day to Withdraw with 'W'
10	10/29	Care of the Patient with Diabetes Mellitus
11	11/5	Exam 4 Care of the Patient with Upper Gastro-Intestinal Disorders
12	11/12	Care of the Patient with Lower Gastro-Intestinal Disorders
13	11/19	Exam 5
	11/23-11/28	Thanksgiving
14	12/3	Care of the Patient with Reproductive Disorders
15	12/10	Final Exam

All dates are subject to change with notification.

2.0 Course Description

NURS 3611 – Medical Surgical Nursing I
Semester Credit Hours - 6 (3 Class/3 Clinical)
Prerequisites - All Level I courses.

This medical/surgical course introduces holistic nursing care of adults experiencing acute or chronic illness in selected structured settings.

NOTE: The following is an excerpt from the University's Honor Code that applies to ALL individuals who are associated with The University of Texas at Tyler:

**Honor and integrity...will not allow me to lie, cheat, or steal,
nor to accept the actions of those who do.**

3.0 Course Student Learning Outcomes

Upon successful completion of the course, the student will:

1. Integrate knowledge from nursing and other scientific and humanistic disciplines as it relates to medical/surgical nursing.
2. Participate with the interdisciplinary health care team and assume accountability for providing safe and effective care to the adult population.
3. Integrate and evaluate research findings in the provision of evidence-based nursing care for the adult population.
4. Integrate technology and information systems to provide and improve safe, effective care to adult populations.
5. Discuss the impact of health care policy and the regulatory process on the provision of care for the adult population.
6. Collaborate with members of the interdisciplinary health care team to improve health outcomes and reflect human caring in adult patients.
7. Apply health promotion principles including maintenance, restoration, and disease prevention in the care of the adult population to reduce risks and improve health outcomes.
8. Demonstrate professional values that employ ethical, legal, and moral standards in caring for patients and their families with medical/surgical conditions.
9. Utilize skills and knowledge when applying the nursing process to diverse adult populations to provide safe, holistic, evidence-based care.

APPROVED: Approved by Undergraduate Studies 10/13/09
Texas Board of Nurse Examiners—

4.0 Textbooks

Required: Retain all texts/software from Level 1 and pre-nursing courses

ANA Foundation of Nursing Packet includes. (*Purchased in Level I* PUB# 08FNDN)
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. (2015). *BSN/MSN guide for nursing students*. Tyler: The University of Texas
 at Tyler. *Note: Must be current version of student guide*. Retrieve from:
www.uttyler.edu/nursing/nursing.htm

Lewis, S. L., Dirksen, S. R., Heikemper, M. M., Bucher, L., & Harding, M. M. (2014) *Medical-surgical
 nursing: Assessment and management of clinical problems* (9th ed.) St. Louis, MO: Elsevier
 Mosby. ISBN 978-0-323-08678-3

RESPONSECARD NXT:RCXR-03 CLICKER (2013). Turning Technologies. ISBN 9781934931493.

NCLEX software: NCLEX-RN 10,000 powered by PrepU. ISBN: 9781451116014

University of Texas at Tyler. (2013). *University General Policies applicable to all students*.
 Retrieve from: <http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

*PDA software is required or a recent (within the past 2 years) lab book, IV drug book, and drug
 reference book are acceptable.*

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>

ATI website: You are encouraged to make use of this website to access study materials related to
 the subject matter that we will be covering in class. <http://www.atitesting.com/>

5.0 University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT
 Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade
 Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date
 of the semester in which the course will be repeated. Grade Replacement Contracts are available in
 the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date
 can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets
 published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being
 used to calculate your overall grade point average. Undergraduates are eligible to exercise grade
 replacement for only three course repeats during their career at UT Tyler; graduates are eligible for
 two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

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 census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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.

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.

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.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Revised 10/2013

6.0 Examinations/Assignments and Grading Policy

Completion of NURS3611 is based on satisfactory attainment of didactic and clinical criteria. Any student who fails to meet the course student learning outcomes and expectations in either the classroom or clinical area must repeat the entire courses and may not progress to the next level.

A. Grading Policy

The simple average of all 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 average of 75% or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

Five Unit Exams (12% each)	60%
Comprehensive Final Exam	15%
Participation	10%
Medication Mastery	Pass/Fail (Must be 90% or higher)

Students are required to achieve a score of 90 or higher on the medication administration exam prior to the first clinical day. The student is permitted two (2) attempts for success on the exam. If the criteria are not met, the student must withdraw from the course for the semester. A grade of W will be posted on the student's transcript, but will be recorded as a nursing course failure in the College of Nursing.

Clinical Worksheet	7.5%
Simulations with SIM Chart	Pass/Fail
Poster Presentation	7.5%
Clinical Mastery	Pass/Fail
150 NCLEX 10,000 questions	Pass/Fail
10 questions per week plus 20 due day prior to final exam at Assigned MASTERY LEVEL	
Weekly are due on Sunday by 12 Midnight	
If submitted late, A Higher MASTERY LEVEL is required	
Must have completed all NCLEX prior to taking the Final Exam	
Total	100%

Letter grade assigned according to the following scale:

A	90-100
B	80-89
C	75-79
D	60-74
F	60 and below

Approved FO Fall 1999

B. Paper/Assignment Re-grading Policy

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

C. 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.

Longview Testing Policy

Test integrity is a very important part of the nursing program to assess student knowledge, retention and preparation for the NCLEX and practice. Excessive student absences on test days threaten test integrity. The following process for course examinations will be followed within each nursing course on the Longview Campus:

1. Students who miss two or more exams will be required to provide a written statement from their physician. (Students with significant extenuating circumstances are encouraged to communicate with the course faculty member at least 24 business hours before the exam.)
2. There will be three make-up exam days on the Longview Campus to be scheduled on Fridays in the Fall 2015 semester:
Friday, September 25; Friday, October 23; Friday, December 04
3. Students are responsible for monitoring and acknowledging email from faculty regarding makeup date, time and location details. (I didn't see the email is not an excuse.)
4. If a student does not show up for a make-up exam on the designated date and time, the student will receive a zero on the exam.

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 UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the Current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students at www.utt Tyler.edu; click on current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within 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 (See BSN/MSN Nursing Student Guide for definitions).
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 Medical Surgical Nursing I

8.1 Attendance

1. Attendance during lecture, clinical experiences and clinical conferences is a professional expectation and will be monitored by course faculty. Participation grade will be impacted by attendance. Refer to the university catalog for the policy regarding student attendance and possible student consequences. Unexcused absences will be grounds for clinical failure.
2. Students should read and understand the attendance statement in the current UT Tyler General Catalogue.

3. Students are responsible for all material discussed and all announcements made if they are absent.
4. 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.
5. The use of pagers and cellular phones during class and in the clinical setting is prohibited. **Due to the interference with the interactive video equipment, all cell phones are to be turned completely off during lecture unless otherwise specified.**
6. **For further information, please see University Policies on syllabus page 7.**
7. **Non-emergent course and clinical absences:** Course and/or clinical absences (including international travel) MUST be approved by the faculty a minimum of 2 weeks in advance. Approval of any absences will be determined by availability of course/clinical make-up opportunities and determined by the course coordinator. If the student wishes to participate in a study abroad program and seeks clinical/course credit, the faculty must pre-approve objectives and number of clinical hours credited.
8. **To make up any activity in class or clinical requires approval of the faculty.** Medical excuse or appropriate documentation related to a funeral will need to be provided.

8.2 Student Dress Code for the University of Texas, College of Nursing

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 everyday 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, nametag 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 CPR/ Required Immunizations and TB

Students are responsible for providing proof of CPR certification, required immunizations, and current TB screening prior to beginning clinical experiences. 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 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 experience are at high risk for unsafe clinical practice.

8.6 Lecture

1. 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 7:30AM prior to class.
2. The clinical portion of the course syllabus, handouts, and any other required course materials will be placed on Blackboard.
3. 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.
4. All nursing students are required to use their student email accounts for all correspondence (Approved FO: 2/03)

8.7 Student Affirmation and Social Networking Forms

1. Each line of affirmation form must be checked.
2. The form must be electronically signed and dated for each course every semester
3. Affirmation and social networking forms are located at end of syllabus and are to be submitted on Blackboard.

8.8 Faculty Response to Student Questions: Contacts made after 5PM will not be addressed until AT LEAST the following working day.

II. CLASSROOM COMPONENT

Handouts/outlines and any other required course materials will be placed on Blackboard.

9.0 Unit Student Learning Outcomes**CLASS 1: CARE OF THE PERIOPERATIVE PATIENT****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Interpret the significance of assessment data related to the preoperative patient's health status and operative risk.
2. Discuss the legal aspects of informed consent.
3. Describe preparation of the patient for surgery.
4. Describe the nursing assessment and management of the postoperative patient.
5. Explain the nursing role within the healthcare team for prevention and management of postoperative complications.
6. Develop a teaching plan for the postoperative patient.

Learning Activities

1. Lewis: 9th Ed. Chapters 18 & 20

2. Review pharmacology text
3. Observation in OR (scheduled)
4. Evaluation: Exam
5. NCLEX REVIEW QUESTIONS: THE BASIC PATIENT ASSESSMENT
6. Use of case scenarios, high fidelity simulation, role play and other methods of application.

CLASS 2: NURSING CARE OF PATIENTS WITH ONCOLOGY**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Discuss the role of the nurse in the prevention and detection of cancer.
2. Interpret the TNM classification system for cancer staging and grading and the significance for research and evidence-based practice.
3. Explain the nursing management and rationale for nursing interventions in the patient receiving radiation therapy, chemotherapy, and biologic response modifiers.
4. Develop a plan of care for a patient with pancytopenia.
5. Formulate a nutritional management plan for the patient with cancer.
6. Create a plan of care to address the needs of the patient experiencing cancer-related pain.
7. Recognize the signs and symptoms of complications that can occur in advanced cancer.
8. Discuss caring behaviors that provide psychological support for the patient with cancer and the family.

Learning Activities:

1. Lewis: 9th Ed. Chapter 16
2. Review pharmacology text
3. Observation in outpatient radiation and chemotherapy settings (as scheduled)
4. Evaluation: Exam
5. NCLEX REVIEW QUESTIONS: ONCOLOGIC DISORDERS

CLASS 3: NURSING CARE OF PATIENTS WITH HEMATOLOGY DISORDERS**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Discuss nursing management of the patient with anemia.
2. Explain the nursing management of a patient with immune thrombocytopenic purpura.
3. Relate the nursing care of a patient with a hematologic malignancy (leukemia, lymphoma, or multiple myeloma)
4. Develop a plan of care for the patient receiving hematopoietic stem cell transplantation.

Learning Activities:

1. Lewis: 9th Ed. Chapter 31, omit pp. 645-650,655-660, 663-664
Blood Component 9th Ed. (676-680) (will be covered during IV lab and tested on final)
2. Review pharmacology text
3. Demonstrate care of Central Venous Dressing in Learning Lab (scheduled)
4. Demonstrate insertion and management of IV catheter in Learning Lab (scheduled)
5. Identify the various types of venous access devices
6. Evaluation: Exam
7. NCLEX REVIEW QUESTIONS: IMMUNE AND HEMATOLOGICAL DISORDERS

CLASS 4: CARE OF THE PATIENT WITH UPPER RESPIRATORY PROBLEMS**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Explain the clinical manifestations and nursing management of problems of the nose and paranasal sinuses (Nasal fracture, rhinoplasty, epistaxis, rhinitis, influenza, sinusitis)
2. Describe the clinical manifestations and nursing management of problems of the pharynx and larynx (Acute pharyngitis, sleep apnea)
3. Identify the risk factors and warning symptoms associated with head and neck cancer
4. Discuss the nursing management of the patient with a laryngectomy.
5. Describe the methods used in voice restoration for the patient with temporary or permanent loss of speech.

Learning Activities

1. Review Respiratory Assessment in Lewis 9th Ed. (pp. 481-495) or 8th Ed. (pp. 504-517) Diagnostic Studies will be covered with the appropriate respiratory conditions. Students are expected to be able to discuss nursing responsibilities associated with respective studies.
2. Lewis: 9th Ed. Chapter 27
3. Review pharmacology text
4. Evaluation: Exam
5. NCLEX REVIEW QUESTIONS: RESPIRATORY DISORDERS

CLASS 5: CARE OF THE PATIENT WITH LOWER RESPIRATORY PROBLEMS**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Describe the pathophysiology, types, clinical manifestations and collaborative management and nursing care of the patient with pneumonia.
2. Describe the nursing management of the hospitalized patient with tuberculosis.
3. Identify the causes, clinical manifestations, clinical management and collaborative management of pulmonary fungal disease and environmental lung disease.
4. Explain the pathophysiology, clinical manifestations, and nursing and collaborative management of lung abscess.
5. Describe the pathophysiology, risk factors, clinical manifestations, diagnostic studies, therapy, complications and prognosis of patients with lung cancer.
6. Identify and prioritize appropriate nursing management of patients with lung cancer including appropriate perioperative nursing management of patients undergoing pulmonary resection.
7. Discuss extrapulmonary and intrapulmonary restrictive lung disorders in terms of causes, clinical manifestations, and collaborative management.
8. Describe the pathophysiology, clinical manifestations and collaborative and nursing management of pulmonary emboli.
9. Discuss pulmonary hypertension, and cor pulmonale in terms of causes, clinical manifestations and collaborative management.

Learning Activities

1. Lewis: 9th Ed. Chapter 28: pp. 521-528,533-541,547-557
2. Look over TB 9th pp.528-533
3. Review pharmacology text
4. Evaluation: Exam
5. NCLEX REVIEW QUESTIONS: RESPIRATORY DISORDERS

CLASS 6: CARE OF THE PATIENT WITH OBSTRUCTIVE RESPIRATORY PROBLEMS**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Describe the etiology, pathophysiology, clinical manifestations and collaborative care of the patient with asthma.
2. Describe the nursing management of the patient with asthma.
3. Differentiate between the etiology, pathophysiology, clinical manifestations, and collaborative care of the patient with chronic bronchitis and emphysema.
4. Explain the nursing management of the patient with chronic bronchitis and emphysema.
5. Discuss pathophysiology, clinical manifestations, collaborative and nursing care of the patient with bronchiectasis.

Learning Activities

1. Lewis: 9th Ed. Chapter 28
2. Review pharmacology text
3. Evaluation: Exam
4. NCLEX REVIEW QUESTIONS: RESPIRATORY DISORDERS

CLASS 7: CARE OF THE PATIENT WITH HYPERTENSION**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

Hypertension

1. Review the mechanisms involved in the regulation of blood pressure.
2. Describe the pathophysiology, risk factors, clinical manifestations and complications of hypertension.
3. Discuss measures for the prevention of hypertension.
4. Describe the nursing management of hypertension, including drug and nutritional therapy
5. Develop a teaching plan for the patient with hypertension.
6. Describe the medical and nursing management of the patient with a hypertensive crisis.

Learning Activities

1. Lewis: 9th Ed. Chapter 33
2. Review pharmacology text
3. Evaluation: Exam
4. NCLEX REVIEW QUESTIONS: CARDIOVASCULAR DISORDERS

CLASS 8: CARE OF THE PATIENT WITH HEART FAILURE AND PVD**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

Heart Failure

1. Compare the pathophysiology of systolic and diastolic ventricular failure.
2. Discuss the compensatory mechanisms involved in heart failure.
3. Describe the nursing and collaborative management of the patient with acute decompensated heart failure and pulmonary edema.
4. Describe the clinical manifestations, collaborative care and nursing management, including drug and nutritional therapy of the patient with chronic heart failure.

Learning Activities

1. Lewis: 9th Ed. Chapter 35
2. Review pharmacology text
3. Evaluation: Exam

Peripheral Vascular Disease

1. Describe the etiology, pathophysiology, and risk factors of peripheral arterial disease.
2. Describe the pathophysiology, clinical manifestations, and collaborative and nursing care of the patient with aortic aneurysm.
3. Discuss the clinical manifestations, collaborative care, and surgical management of peripheral arterial disease of the lower extremities.
4. Discuss the nursing management of the patient with acute arterial ischemic disorders.
5. Differentiate the pathophysiology, clinical manifestations and collaborative care of the patient with thromboangiitis obliterans and Raynaud's phenomenon.
6. Identify the risk factors predisposing to the development of superficial thrombophlebitis and deep vein thrombosis.
7. Explain the purpose and actions of commonly used anticoagulants and nursing management of patients receiving these medications.
8. Describe the pathophysiology, clinical manifestations and collaborative and nursing management of varicose veins.
9. Discuss the pathophysiology, clinical manifestations and collaborative and nursing management of the patient with chronic venous leg ulcers.

Learning Activities

1. Lewis: 9th Ed. Chapter 38
2. Review pharmacology text
3. Evaluation: Exam
4. NCLEX REVIEW QUESTIONS: CARDIOVASCULAR DISORDERS

CLASS 9: CARE OF THE PATIENT WITH DIABETES MELLITUS**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Describe the pathophysiology and clinical manifestations of diabetes mellitus.
2. Differentiate between insulin-dependent (type I) diabetes and non-insulin-dependent (type II) diabetes.
3. Describe the collaborative care of the patient with diabetes mellitus.
4. Explain the role of nutrition and exercise in the management of diabetes mellitus.
5. Identify the pathophysiology and manifestations of the acute and chronic complications of diabetes mellitus.
6. Identify the collaborative care and nursing management of acute and chronic complications of diabetes mellitus.
7. Discuss the management of sick days for the diabetic patient.

Learning Activities:

1. Lewis: 9th Ed. Chapter 49
2. Review pharmacology text
3. Evaluation: Exam
4. Community Diabetes Education
5. NCLEX REVIEW QUESTIONS: ENDOCRINE AND METABOLIC DISORDERS

CLASS 10: CARE OF PATIENTS WITH RENAL DISORDERS**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Explain the nursing management of patients with infectious urinary tract pathologies.
2. Develop a plan of care for a patient with urolithiasis.
3. Describe nursing management of the patient with a urinary diversion, including nephrostomy tube.

Learning Activities

1. Lewis: 9th Chapter 46: pp 1064-1071, 1076-1081, 1093-1098
2. Review pharmacology text
3. Evaluation: Exam
4. NCLEX REVIEW QUESTIONS: GENITOURINARY DISORDERS

CLASS 11: CARE OF THE PATIENT WITH UPPER GASTRO-INTESTINAL DISORDERS**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Explain the etiology, clinical manifestations, collaborative care and nursing management of the patient with upper gastrointestinal bleeding.
2. Describe the etiology, clinical manifestations, complications, collaborative care and nursing management of the patient with gastroesophageal reflux disease and hiatal hernia.
3. Differentiate between acute and chronic gastritis, including risk factors, pathophysiology, and collaborative care and nursing management.
4. Compare gastric and duodenal ulcers, including pathophysiology, clinical manifestations, complications, collaborative medical and surgical care and nursing management.
5. Describe the clinical manifestations, collaborative care and nursing management of the patient with upper gastrointestinal cancer.

Learning Activities

1. Lewis: 9th Ed. Chapter 42
2. Review pharmacology text
3. Evaluation: Exam
4. NCLEX REVIEW QUESTIONS: GASTROINTESTINAL DISORDERS

CLASS 12: CARE OF THE PATIENT WITH LOWER GASTRO-INTESTINAL DISORDERS**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Describe the collaborative care and nursing management of the patient with acute appendicitis, peritonitis, gastroenteritis, and *Clostridium difficile*.
2. Contrast ulcerative colitis and Crohn's disease, including pathophysiology, clinical manifestations, complications, collaborative care and nursing management.
3. Differentiate the pathophysiology, collaborative care and nursing management of mechanical, neurogenic and vascular bowel obstructions.
4. Describe the risk factors, clinical manifestations and collaborative management of the patient with colorectal cancer.
5. Explain the anatomic and physiologic changes and nursing management of the patient with an ostomy.
6. Differentiate the clinical manifestations, collaborative care and nursing management of diverticulosis and diverticulitis.
7. Compare and contrast the types of hernias, including etiology, collaborative care and nursing management.
8. Describe the types, clinical manifestations, collaborative care and nursing management of the patient with anorectal conditions.
9. Discuss the increased incidence of Escherichia coli and Clostridium difficile infections in hospitalized populations and describe the prevention and care of each.

Learning Activities

1. Lewis: 9th Ed. Chapter 43: pp. 961-964, 969-972, 973-997, 999-1003
2. Review pharmacology text
3. Evaluation: Exam
4. NCLEX REVIEW QUESTIONS: GASTROINTESTINAL DISORDERS

CLASS 13: Exam 4**CLASS 14: CARE OF PATIENTS WITH REPRODUCTIVE DISORDERS****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Compare risk factors, manifestations, and therapeutic management of patients with benign and malignant prostatic pathologies.
2. Discuss nursing management of patients receiving treatment for BPH and prostate cancer.
3. Explain the risk factors, manifestations, treatment, and nursing management of testicular cancer.
4. Compare the risk factors, clinical manifestations, and collaborative care of the patient with benign and malignant breast pathologies.
5. Describe the nursing management and treatment of the patient with breast cancer.
6. Compare benign and malignant female reproductive pathologies.
7. Discuss nursing management of the patient undergoing hysterectomy.
8. Describe the nursing management of the patient with pelvic support disorders.

Learning Activities

1. Lewis: 9th Ed. Chapter 52
Chapter 54: pp. 1286-1287, 1290-1301
Chapter 55: pp. 1307-1321, 1325-1326
2. Review pharmacology text
3. Evaluation: Exam
4. NCLEX REVIEW QUESTIONS: GENITOURINARY DISORDERS

FINAL NCLEX REVIEW QUESTIONS: 20 questions in content areas in which you feel you are weak. This is due by 5PM on the day prior to the final exam. ALL NCLEX questions MUST be completed prior to taking the final exam.

**STUDENT AFFIRMATION FORM
CLINICAL COURSE**

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.

After any simulated learning lab experience, I will not share details and activities with other students who have not participated in the learning experience.

Type your signature and date in the space below and submit as a Blackboard assignment.

Student Signature

Date

NURS3611 _____

_____ Spring 2015

Approved: University of Texas System-Spring 1996
Faculty Organization-Spring 1996
Revised: Spring 2000; May 2004, Summer 2005, Fall 2011

To be completed on Blackboard!**Social Networking Policy**

Online social networking mediums, such as Facebook® and MySpace®, etc. may be effective modalities for students to connect in positive ways. However, students must be aware of, and, sensitive to, the information and pictures they post (of themselves and others).

The **purpose** of this policy is to outline the privacy and confidentiality issues related to students' postings to ensure safeguarding of The University of Texas at Tyler (U.T. Tyler), College of Nursing's identity, integrity and overall reputation, in an effort to prevent violations of confidentiality and privacy.

Social Networking (definition) – Any activity that involves interaction with other individuals/users in an online environment, *i.e.*, Facebook®, Twitter®, MySpace®, Flickr®, Friendstar®, Classmates.com®, LinkedIn®, Xanga®, Bebo®, etc. (http://en.wikipedia.org/wiki/List_of_social_networking_websites). In addition, the use of other electronic devices to record pictures, images, and other information or data that may be stored, reviewed, or shared with others either immediately or at a future date are considered social networking.

For purposes of this policy, this interaction includes, but is not limited to, browsing other users' profiles/personalized web pages, browsing other users' photos, reading messages sent through social networking forums, and engaging in online messaging services, such as instant messaging or email that is in any way related to U.T. Tyler or the College of Nursing or activities conducted while in attendance at the University. The following provides guidance as to what type of behavior is inappropriate relative to online social networking. These guidelines are not all inclusive; rather, they are intended to be used as a foundation for sound decision making.

Students are encouraged to refer to the following which was prepared by the National Council of State Boards of Nursing (NCSBN): *Professional Boundaries: A Nurse's Guide to the Importance of Professional Boundaries*, located at:

https://www.ncsbn.org/Professional_Boundaries_2007_Web.pdf

Confidentiality and Privacy

Violations of confidentiality include but are not limited to:

1. Photocopying patient documents, removing patient documents from the clinical site, and postings of patient information on Internet social networking sites (Facebook®, MySpace®, Twitter®, YouTube®, etc.) as well as online blogs and journals.
2. Contacting patients/patients' family members through a social networking system.
3. Photographing in any clinical setting. Taking and/or posting any picture taken within a clinical facility without written permission of the facility or patient (even if the patient's identity is not disclosed) is a breach of the *Health Insurance Portability and Accountability Act* (HIPPA).
4. Discussing/posting any patient information related to the clinical facility one is assigned on Internet social networking sites or in a public place.
5. Social networking, texting, email, and other recreational computer use is prohibited during class or clinical time.
6. Using U.T. Tyler, College of Nursing's name, logo, or other information in one's personal social networking profile. Pictures of oneself should not be posted wearing U.T. Tyler nursing attire. Social networking mediums, blogs, Twitter® and Internet/electronic mail, all are considered public domain.

Failure to comply with the above guidelines will result in disciplinary action which can include dismissal from the program. Any student found in violation of the above mentioned policies and/or any policies related to conduct unbecoming a University of Texas at Tyler student, is subject to procedural disciplinary action as outlined in the U.T. Tyler Manual of Policies and Procedures for Student Affairs: Specifically Sec 8-801 and 8-804:

<http://www2.utt Tyler.edu/mopp/documents/MOPPChapter8StudentConductandDiscipline-updated011411.pdf>

Student Signature

Date

Student Printed Name

NURS3611
Course Number

Approved: UG Studies: 5/11

Type your signature and date in the space below and submit as a Blackboard assignment.