Faculty: Professor DeGrande, MSN, CCRN
Office Phone: 361-825-3696
Location: IH – 336D
Office hours: WebEx Sessions or by appointment
Internet: heather.degrande@tamucc.edu (I prefer contact using blackboard email)

Credits: 6 credit hours
Prerequisites: NURS 3318, 3435, 3614

Course Description
Introduces the student to the use of the nursing process in the care of adults with chronic or non-complex illness. Uses a systems approach to discuss the effects of illness on individual and family and to examine the disruption of growth and development patterns across the lifespan from young adult to senior years. The course includes clinical laboratory to allow the student the opportunity to apply theoretical concepts to clinical practice in diverse adult populations. Prerequisites: All first semester junior level courses.

Course Objectives With Examples of Outcome Criteria
At the completion of Nursing Care of Adults I, the student will be able to:
1. Examine applicable nursing and non-nursing theories related to growth and development and transcultural nursing.
2. Give examples of relevant and recent research findings, particularly as they relate to nursing care of patients with disorders of physiological systems.
3. Discuss research topics that could improve the care of clients and their families.
4. Seek opportunities to acquire and apply new knowledge to practice.
5. Describe ethical and legal principles impacting health care across the age/health continua, including informed consent, diminished autonomy, individual freedom of choice, and confidentiality.
6. Analyze the use of the nursing process with individuals experiencing illness.
   a. Utilize critical thinking skills to assess adults and families responses to specific illnesses.
   b. Utilize the data collection process based upon Gordon’s functional health patterns to derive nursing diagnoses appropriate to the client and family.
   c. Describe appropriate nursing and medical interventions for health challenges common to adults.
   d. Demonstrate appropriate therapeutic nursing interventions to assist clients and their families to attain, maintain, or regain optimal health.
   e. Demonstrate safe, technically competent care of adults with common medical/surgical health challenges.
7. Discuss patient teaching plans for selected physiological disorders.
8. Identify concepts related to the disruption of growth and development patterns across the lifespan.
9. Demonstrate responsibility for own learning at levels consistent with course and professional expectations.
10. Demonstrate professional role behavior.
11. Demonstrate accountability for own behavior in implementation of nursing care.
12. Demonstrate collaborative skills with members of the interdisciplinary health care team in planning, coordinating, providing and evaluating patient care.
13. Describe caring behaviors to be utilized while providing nursing care to clients from diverse populations.

**Required Textbooks**
Evolve Online Case Studies Access Codes (Students should already have access, if not notify professor)

**Recommended Textbooks:**

**(NOTE: This will become a required text if there is a need for clinical makeup hours)**
Learning Experiences and Teaching Methods:
Course objectives may be met through individual study using suggested resources, active involvement in formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

- WebEx will be used for formal and informal exchange of ideas.
- Discussion assignments are provided to enhance student learning and engagement. Grading Rubrics for expectations are provided.
- Wikis are an online collaborative effort in the eLine learning environment. These assignments differ from Discussion Post assignments. Students should edit actual Wiki pages rather than leave comments on existing content. Comments written in the ‘comments’ section will not count as participation in the Wiki. You must actually edit the Wiki page itself to receive credit. The professor can see all contributions, deletions and page edits on the wiki. The student is encouraged to leave comments as a courtesy if information is deleted, but this will not be graded.
- HESI case studies are utilized to enhance student learning by applying content from the modules to an actual patient scenario. You should receive your access code and information during eLine orientation. Instructions for submission are included in the assignment details in the Learning Management System (LMS).

As eLine is an online learning environment students are expected to log-in to the LMS at least daily. While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text is for personal use only. No content may be shared or disseminated in anyway, including via facebook, you tube, or other social media. Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations. Students are expected to act in a professional manner and are accountable for their behaviors and learning.

Student Responsibilities
1. eLine is an on-line learning environment. Students are expected to log into the LMS at least daily. Web course and lecture/learning materials are located on the course website.
2. Students are expected to respect the learning rights of all others in the online learning environment. Communications should follow the basic rules of netiquette.
3. Cell phones and pagers are to be turned off or put on vibrate during campus labs and clinical.
4. No children are allowed in campus labs or clinical at any time.
5. Students are expected to complete all required reading. As a 6-credit course, it is expected that students will spend at least 8-12 hours of independent study and preparation each week in addition to assignment and assessment time. Preparation includes assigned reading, review of appropriate anatomy, physiology, and pathophysiology, and review of assessment of appropriate body systems. Students are held accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework may appear on quizzes or examinations.
6. **While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text and is for personal use only. No content may be shared or disseminated in anyway, including via facebook, you tube, or other social media.** Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations.

7. Only the final overall grade will be rounded.

**Class Policies**

Completion of NURS 3628 requires the successful completion of both theoretical and clinical components of the course. Students must pass clinical to pass the class. If a student fails clinical, he/she will receive an F in the course, regardless of the theory grade.

In order to pass Nursing 3628, the student must complete the following:

1. **Assignments** 30%
   - Quizzes 40%
   - Dosage Calculation Quizzes (Avg. of up to 3) 5%
   - NCLEX Questions 5%
   - HESI 20%
   - Total 100%

2. A combined average of ≥ 75% on end of module quizzes, including HESI. **Students who do not achieve a >74.5% quiz average including HESI will receive a D or F for the course based on their exam average.** In calculating the final grade, only the final overall course grade will be rounded.

3. Completion of a HESI (Health Education Systems Inc.) exam that counts as 20% of the course grade. This is a comprehensive exam that covers all of the medical surgical content from NURS 3628. Content from previous courses may be on this exam.

4. All required clinical paperwork including 2 care plans with ≥ 75% and any additional assignments required by clinical faculty.

5. A grade of “pass” on the Clinical Evaluation Tool used for the clinical component of the course. Must be submitted to course faculty in order to receive a grade.

**Grading scale for Texas A&M University-Corpus Christi, College of Nursing & Health Sciences is:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
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<tr>
<td>D</td>
<td>65-74</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
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</tbody>
</table>

**Clinical Objectives:** At the end of this course the student will be able to:

1. Demonstrate critical behaviors of nursing psychomotor skills in a safe manner.
2. Apply therapeutic communication skills in the clinical area.
3. Utilize organizational skills and time management concepts in setting priorities for clinical performance.
4. Demonstrate critical thinking decision making skills based on standards of practice, theory, and research.
5. Apply theoretical content to the nursing care of the client in a clinical setting.
6. Implement plans that reflect an understanding of the legal and ethical responsibilities of the nurse.
7. Perform nursing interventions that reflect caring behaviors in response to physical, emotional, and cultural, and humanistic care needs.
8. Utilize the nursing process in the care of all clients.
9. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
10. Provide safe care with delivery of appropriate dependent, interdependent, and independent nursing interventions within the health team framework.

**Clinical Information**

Students in a professional nursing program must function within the legal, moral, and ethical standards of the profession. These standards guide practice. The following is a guide for your clinical preparation and performance. It alerts you to the major areas for which you will be held accountable. Please see the clinical evaluation tool, located on the College of Nursing & Health Sciences website ([http://conhs.tamucc.edu/nursingstuhandbook/index.htm](http://conhs.tamucc.edu/nursingstuhandbook/index.htm)) under Nursing Undergraduate Curriculum for clinical objectives. While the professor will provide guidance, supervision and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course and clinical objectives.

It is the responsibility of the student to be sure that all health records, immunizations, CPR certification and Hospital Orientation are current and on file. These are required by the University, the college, and the clinical facilities to insure the health of students and patients. Students who do not have Hospital Orientation, current immunizations, CPR certification, liability insurance, background checks, and urine drug screening on file will not be permitted to attend clinical until their file is up to date. The student will receive a clinical warning for every day clinical is missed related to the above, thus putting themselves at risk for failing clinical related to absences.

**Dosage Calculation Quizzes:**

Students must pass the Dosage Calculation Quiz with a grade of 95 or better in order to progress. Students will have a maximum of 3 attempts to attain this passing grade. Failure to pass within the allotted 3 attempts will result in clinical failure. The average of the attempts will count as 5% of the course grade.

**Overall Clinical Expectations:**

1. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.
2. Clinical attendance is mandatory. Loss of time in the clinical setting for whatever reason could place a student in jeopardy of not meeting the course objectives. If an absence from the clinical site is absolutely necessary, the student must notify his/her clinical instructor at least one hour before the clinical day begins. In the majority of cases, an absence will be counted as a clinical warning, but each situation will be evaluated with your clinical instructor having the final say. If you are sent home for any reason, it is counted as an absence.

3. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
   - Absences
   - Tardiness
   - Illness
   - Violation of dress code (either in hospital or during data collection)
   - Incomplete health immunization records
   - Expired CPR certification
   - Failure to turn in care plan when due
   - Incomplete hospital orientation on Blackboard
   - Lack of preparation

4. Accumulating three (3) warnings in a 135 hour clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.

5. Other offenses, which depending on severity, may lead to immediate failure of the course, including but are not limited to:
   - No call, no show for clinical day
   - Unsafe or unprofessional practices or behaviors
   - HIPAA violations
   - Inability to pass required clinical assignments
   - Falsification of records

6. Based on student learning needs, pattern of unprofessional behavior, and nature of precipitating event(s), the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.

7. Students are required to achieve a minimum score of 75 on two completed sets of paperwork, which includes the clinical preparation tool, nursing database, laboratory values worksheet, medications, pathophysiology tree, data clustering and diagnoses formation, and evaluation. Additional care plans/concept maps and other assignments may be assigned at the discretion of the clinical instructor and also must be satisfactorily completed.

8. Students are also required to satisfactorily complete the Clinical OR Questions (to be turned in to the clinical instructor the week of the student’s observation day in the OR). Students earn the privilege of attending clinical in specialty areas; faculty may opt not to send students to specialty areas based on individual student learning needs.
General Considerations:
1. Prior to clinical, and as necessary during clinical practice, refer to the guidelines governing prevention of transmission of infectious disease. Review the CDC’s Infection Control in Healthcare Settings: [http://www.cdc.gov/ncidod/dhqp/index.html](http://www.cdc.gov/ncidod/dhqp/index.html)
2. Application of material presented in pre-requisite and co-requisite courses to the clinical setting is a minimal expectation. Any time you do not understand or cannot correlate something, ask for help. It is far better to ask for assistance than to confess ignorance when asked by your instructor.
3. Patient confidentiality is to be maintained at all times as a critical element of clinical behavior; failure to do so may result in failure of the course. Examples of violating confidentiality includes talking about patient matters in social non professional situations, removing confidential materials from agency premises, misplacing clinical paperwork, revealing client/patient names to non professional or professional non related persons, and including patient names and identifying information on clinical paperwork.
4. Students are responsible for the care of the patient during clinical hours. If you leave the unit for any reason, you must assure coverage for your patients. You must report off to the clinical instructor and staff nurse responsible when leaving the floor and when leaving for the day.
5. Cell phones are not to be utilized for personal use in the clinical area.

Preparation:
Specific preparation for clinical rotations may vary according to the clinical site and/or faculty. However, the following are general expectations from the course faculty:
Students should be able to describe client history, including assessment data, as obtained from the chart for the client(s) assigned to them. Students should also be able to discuss the pathophysiology of the client’s underlying health problem in addition to the plan of care, which will include (a) expected findings, (b) medical management, (c) possible complications, (d) medications, and (e) nursing management. This will be accomplished as the student completes the “Nursing Data Base: Clinical Preparation Tool”, the “Clinical Medication Sheet”, the “Clinical Lab Values” sheet, and the Pathophysiology Flow sheet (see syllabus for example). Lack of preparation by the student is considered unsafe practice and will result in a clinical warning and dismissal from the clinical area for the day.

The "Nursing Data Base: Physical Assessment” will be completed at the beginning of the clinical day. Students may NOT provide any kind of care or assessment prior to the clinical day. These preparations will continue until the student has completed the clinical rotation; completion of the required number of care plans/concept maps DOES NOT release the student from the responsibility of preparation.
Students should present a professional image. If going to the nursing unit for pre-clinical assessment, the student must wear a lab coat with name badge in clear view. Jeans, sweat suits, and shorts are not acceptable attire at any time in the clinical setting.

Clinical Paperwork
1. Students are required to complete a complete care plan for at least two patients: Nursing data base, laboratory values worksheet, medication worksheet, pathophysiology tree, and a problem list & diagnosis formation until a 75 is achieved on two patient care plans.
2. The grading rubric tool must be submitted with all care plans.
3. The clinical instructor reserves the right to require additional material to ascertain student accomplishment of learning objectives.
4. The daily care log/weekly evaluation must be submitted for each clinical day and include all patients or as instructed by the clinical professor respectively. Identify “how you would do things differently” based on your experience. Include what the week was like for you. Identify what you were the most proud of accomplishing. Share any needs or concerns with your instructor.
5. The Evaluation is done mid-clinical and post clinical and should include an evaluation of your progress in meeting your learning goals. Due dates for submission of clinical paperwork will be decided and announced by the clinical faculty. Late clinical paperwork may not be accepted and may result in clinical failure for the entire week (two days).
6. Students have the possibility to rotate through the operating room and possibly day surgery during Nursing Care of Adults I. There is an OR experience assignment that is to be completed and submitted to your clinical instructor following the experience. Faculty reserve the right to delay or cancel rotations to specialty areas.
7. Due dates for submission of clinical paperwork will be decided and announced by the clinical faculty. Late clinical paperwork may not be accepted and may result in clinical failure for the entire week (two days).

Academic Honesty

Students entering the profession of nursing are held to the highest possible standards of ethical behavior. For this reason you will be asked to sign a pledge adhering to standards of academic and professional honesty. Please refer to the University catalogue, Student handbook, and CONHS Student handbook for descriptions of academic honesty and dishonesty. If you violate these rules you will receive an "F" in the course and may be dismissed from the program.

Examples of Academic Dishonesty

Caution: This list of behaviors is not inclusive of all possible violations. When in doubt about whether your actions may violate the Academic Honesty Pledge, please consult with your instructor.
Plagiarism:
1. In a paper or assignment, if you include material that you researched in a book, magazine, newspaper, and/or on the Web, you must cite the source.
2. You must cite the source in the BODY of the text AND in a Works Cited or Reference.
3. If you copy somebody’s test answers, take an essay from a magazine and pass it off as your own, lift a well-phrased sentence or two and copy and paste them without crediting the author or using quotation marks, or even pass off somebody’s good idea as examples of your own genius, you are committing plagiarism.
4. Plagiarism covers unpublished as well as published sources. This can mean borrowing another’s term paper, handing in as one’s work a paper purchased from an individual or off the Net, or submitting as one’s own any papers from living group’s, club’s, or organization’s files.
5. EVEN HANDING IN THE SAME PAPER IN MORE THAN ONE CLASS can be considered plagiarism. Always check with the instructor BEFORE doing this. Professors must cite themselves when writing up their research; you are held to the same standards as a “junior” researcher.

Other Forms of Academic Cheating:

These include, but are not limited to:
1. Consultation of textbooks, library material, or notes in examinations where such materials are not to be used during the test;
2. Consultation of cell phone text messages, PDA’s, programmable calculators with materials that give an advantage over other students during an exam;
3. Use of crib sheets or other hidden notes in an examination, or looking at another student’s test paper to copy strategies or answers;
4. Having another person supply questions or answers from an examination to be given or in progress;
5. Having a person other than oneself (registered for the class) attempt to take or take an examination or any other graded activity. In these cases all consenting parties to the attempt to gain unfair advantage may be charged with an Academic Honesty Pledge violation;
6. Deliberate falsification of laboratory results, or submission of samples or findings not legitimately derived in the situation and by the procedures prescribed or allowable;
7. Revising and resubmitting a quiz or exam for regarding, without the instructor’s knowledge or consent;
8. Giving or receiving unauthorized aid on take-home examinations;
9. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate the Academic Honesty Pledge;
10. Signing another student’s name on attendance sheets, rosters, scantrons;
11. Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate or knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
12. Procurement and/or alteration without permission from appropriate authority of examinations, papers, lab reports, or other academic exercises, whether discarded or actually used, and either before or after such materials have been handed in to the appropriate recipient; and
13. Collaborating with others on projects where such collaboration is expressly forbidden, or where the syllabus states the default being one’s own work.

**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he/she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, please see University Rule 13.02.99.C2, Student Grade Appeals Procedures. These documents are accessible through the University Rules web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*SACs requirement

Quizzes in blackboard will be administered using Respondus Lockdown Browser. Instructions and the link for download are available in the course in blackboard.

The Texas A&M University Corpus Christi: TAMUCC College of Nursing and Health Sciences Student Handbook is available online. The handbook and syllabus should be reviewed before signing the receipt form.
The following receipt form must be signed before within the first week of classes. You may print, sign, scan, and email it to your instructor via blackboard.

Student Handbook Receipt & Statement of Syllabus Understanding Form

I have reviewed a copy of the College of Nursing and Health Sciences Student Handbook and the course syllabus for eLine NURS 3628. I have been provided an opportunity to clarify questions. I am aware that I may review a copy of any subsequent year handbooks by requesting one at the beginning of the respective college year in the College of Nursing and Health Sciences at the Office of the Dean. Receipt form must be signed and submitted to the course faculty. I understand the expectations set forth in the course syllabus and the CONHS Student Handbook.

____________________________
Student Name(Print)

___________________________  __________
Signature of Student          Date