NURS 4628.E01 and 701 (eLine): Nursing Care of Adults II

Faculty: Professor DeGrande, MSN, CCRN
Office Phone: 361-825-3696
Location: IH – 336D
Office hours: By appointment, Webex Sessions on schedule, & Wednesday afternoons
Internet: heather.degrande@tamucc.edu (I prefer contact using blackboard email)

Credits: 6 credit hours

Course Description:
Presents to the senior student critical thinking and problem-solving strategies for care of adults with acute or complex illness and/or injury. The effects of acute illness are examined in relation to the individual’s developmental stage, culture, and gender. Building on Nursing Care of Adults I, a systems approach is used to analyze and intervene in alterations to the health of the individual and family. The course includes clinical laboratory to allow the student the opportunity to integrate theoretical concepts and clinical practice in diverse populations. Pre-Corequisites: NURS 3550, 3548 and 3628

Course Objectives:
At the end of this course the student will be able to:
1. Give examples of relevant and recent research findings, particularly as they relate to nursing care of patients with disorders of physiological systems.
2. Discuss research topics that could improve the care of clients and their families.
3. Seek opportunities to acquire and apply new knowledge to practice.
4. Describe ethical and legal principles impacting health care across the age/health continua, including informed consent, diminished autonomy, individual freedom of choice, and confidentiality.
5. Analyze the use of the nursing process with individuals experiencing acute 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.
6. Describe patient teaching plans for selected physiological disorders.
7. Identify concepts related to the disruption of growth and development patterns across the lifespan.
8. Examine applicable nursing and non-nursing theories related to growth and development and transcultural nursing
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.

**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.

**Required Textbooks**

Evolve Online Case Studies Access Codes (Students should already have access, if not notify professor)
St. Louis, MO: Elsevier Mosby.
Skidmore-Roth, L. (2014). Mosby’s drug guide for nurses (11th ed.). St. Louis, MO:
Elsevier Mosby.
Mosby’s nursing video skills DVD and DVD-ROM package. Basic, intermediate &
advanced skills: Student version 4.0 [Computer software]. St. Louis: Mosby.

**Recommended Textbooks:**
ed.). MBS APA
Mosby.
River, NJ: Pearson/Prentice Hall.
Saddle River, NJ: Pearson/Prentice Hall.
Medical Surgical Nursing*, (9th ed.). St. Louis, MO: Elsevier Mosby.
(***NOTE: This will become a required text if there is a need for clinical
makeup hours**)
Silvestri, L. (latest). *Saunders Strategies for Test Success, Passing Nursing School and

**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 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.
8. The student is responsible to have the correct system requirements as outlined on the eLine homepage. **This is important because you will only be allowed one quiz reset.** Please plan accordingly before attempting quizzes.
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. 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. Students in a precepted situation MUST provide the course professor with a tentative clinical schedule, preceptor name and contact information, location and unit information. The signed preceptor agreement must be on file before attending any actual clinical care days.
   a. Attending clinical without a preceptor agreement, clinical schedule, and preceptor and unit contact information on file will result in an automatic clinical failure.
4. 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
   - Failure to submit schedule and preceptor information

5. 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.

6. 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

7. 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.

8. 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, care plan, 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.

---

**Course Outline:**
Module One: Care of the Patient with Complex Pulmonary Problems
   - Review of Focused Respiratory Assessment & Review of Tracheostomy Care
   - Head and Neck Cancer
   - Management of Acute & Complex Lower Respiratory Problems
Introduction to Critical Care
  Respiratory Failure and Acute Respiratory Distress Syndrome (ARDS)
Module Two - Care of the Patient with Complex Cardiovascular Problems
  ECG Interpretation and Care of the Patient with Dysrhythmia
  Critically Ill Patients with ACS
  Valve Disorders
  Critical Care Nursing
  Shock & MODS
Module Three Care of the Patient with Acute and Complex Renal Problems
  Renal Focused Assessment
  Urinary Tract Infection and Pyelonephritis
  Urolithiasis
  Bladder Cancer and Urinary Diversions
  Glomerular Disorders
  Acute Renal Failure and Review Chronic Renal Failure
  Dialysis
  Renal and Bladder Trauma
  Kidney Cancer & Transplant
Module Four Care of the Patient with Acute and Complex GI Problems
  Focused GI Assessment Review
  Liver Disorders
  Pancreatitis and Pancreatic Cancer
  Intestinal Obstruction
  Abdominal Trauma
Module Five Care for the Patient with Acute and Complex Neurological Problems
  Focused Neurological Assessment Review
  Acute Intracranial Problems
  Cranial nerve Problems
  Acute Spinal Problems
Module Six Care for the Patient with Acute and Complex Skin Problems
  Focused Integumentary Assessment
  General Integumentary Problems
  Burns
Module Seven Care of the Patient with Cancer
  Care of the Cancer Patient
  Palliative and End of Life Care
  Pain Management
Module Eight Introduction to Leadership & Professional Concepts

**Grading Criteria**

Completion of NURS 4628 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. 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 exams.

In order to pass Nursing 4628, the student must achieve the following:

1. | Assignments | 30% |
   | Quizzes | 35% |
   | Dosage Calculation Quizzes (Avg. of up to 3) | 5% |
   | NCLEX Questions | 5% |
   | Average of: |
   | 1. Mid Term Comprehensive Mid-Curricular MS Exam | 25% |
   | 2. End of Course Comprehensive Mid-Curricular MS Exam |
   | Content & Exam Study Portfolio |
   | Fundamentals Exam Evolve Review | P/F |
   | MSI Final Exam Evolve Review | P/F |
   | Top Ten List Assignments | P/F |
   | Total | 100% |

2. A combined average of ≥ 75% on end of module quizzes, including the two mid-curricular exams. **Students who do not achieve a >74.5% quiz average including the two mid-curricular exams will receive a D or F for the course based on their exam average.** That is, the average of quizzes and end of course exam must be >75.4% for all other coursework to count into the final grade. In calculating the final grade, only the final overall course grade will be rounded. If you have not used your quiz reset over the course of the semester, at the end you may request a quiz reset for your choice of one final module quiz.

3. Content and Exam Study Portfolio: During the course of the semester, you will be required to remediate the final exams for your Fundamentals and MSI courses in the Evolve website.

4. Top Ten List Assignments: Based on the review of your Fundamentals & MSI final exam results, you will compile a list of ten items or content areas needing further study. Once this list is created, you will upload it to the Study Portfolio Assignments tab by the due date listed on the course calendar. From the list created, you will select 2 priority areas and provide evidence of further in-depth study in these areas. Examples of evidence could include an essay on the topic, a comprehensive study table, drug cards, an in-depth patho tree, unfolding case study, or video review. Learning activities may be individualized but must be of sufficient depth, breadth, and quality to be meaningful in order to achieve a passing grade. Failure to upload sufficient appropriate documents by the due date stipulated will result in course failure. Late assignments will not be accepted.
5. Completion of a mid-term mid-curricular exam and an end of course mid-curricular exam will count as 25% of the course grade. These are comprehensive exams that cover all of the medical surgical content from NURS 3628 and 4628.

| 900 – 1500 | A | 900 -1200 = 90% | 1201 – 1499 = 95% | 1500 = 100% |
| 850 – 899 | B | 850 – 874 = 83% | 875 – 898 = 85% | 899 = 89% |
| 799 – 849 | C | 799 – 823 = 75% | 824 – 848 = 79% | 849 = 82% |
| 500 – 798 | D | 500 – 647 = 65% | 648 – 797 = 69% | 798 = 74% |
| < 500 | F | < 249 = 30% | 250 – 498 = 55% | 499 = 64% |

6. Pass the dosage calculation exam with a 95% or greater.
7. All required clinical paperwork including 2 care plans with ≥ 80% and any additional assignments required by clinical faculty.
8. 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:

- A 90-100
- B 83-89
- C 75-82
- D 65-74
- F 0-64

Late Work:

Course assignments, module quizzes, and clinical assignments submitted late will be subject to point deductions as follows:

- 10 points will be deducted for submissions up to 1 week after the due date.
- 20 points will be deducted for submissions 1-2 weeks late.
- A grade of zero will be awarded for any submissions greater than 2 weeks late.

In the event that a student is aware they may need to submit an assignment late due
to illness or other circumstances, it is the student’s responsibility to inform the professor prior to the due date. Deductions for late assignments with special circumstances and notification before the due date may be waived at the professor’s discretion.

**Academic Honesty:**

Students are held responsible for the information given in the current catalog and student handbook. Students are asked to take special note of the University penalties associated with academic dishonesty. All work handed in by students must be their own work. Extracts, quotes or ideas presented by others must be acknowledged and properly referenced. Group work is held to the same standards of honesty. Refer to APA Manual for the proper way to use and cite quoted material.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.

Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! Wilson, p. 523)


Dropping a Class:
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with the professor before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **Faculty cannot drop you from a course.**

Student Course Evaluations:

Evaluation of courses, instructors and clinical facilities provides the College with important data, which is used to strengthen the program. Please be assured that this information is secured and not released until after grades are submitted. In order to garner reliability and validity, the College must have representative data from the student population. That representation based on the literature has been set at 75%. All nursing courses require a 75% return of evaluations from the entire class before
final grades are released. The College is anticipating that students will thoughtfully participate in the evaluation process, which will assist the faculty with the growth of the specific tracks within the CONHS. A link to evaluations will be available on BlackBoard toward the end of the semester.

**Mary Jeff Bell Library:**

There are many resources on the Mary & Jeff Bell Library (http://rattler.tamucc.edu/) website. The home page will take students to links for online databases, online articles, the online catalog, and interlibrary loan requests. The “Distance Learning” (http://rattler.tamucc.edu/distlearn/index.htm) link will be especially helpful to all students. This site includes all the information students need for remote access as well as tutorials on using the databases and finding articles. If eligible, registering as a distance student confers eligibility for a TexShare card. These cards are a Texas wide library card that allows users to use all state libraries in Texas. The cards will be mailed to students, so be sure mailing addresses are current in the University system. For any questions about receiving the TexShare card, please contact Dan Cayce: Daniel.cayce@tamucc.edu

**Center for Academic Achievement (CASA):**

The Center for Academic Student Achievement offers a variety of services, including a writing center. For more information about all of these services, go to the website: http://tlc.tamucc.edu/ or call 361-825-5933

**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

**Military:**

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

**Pregnancy:**

If you are pregnant or become pregnant during the semester, please notify the instructor for possible necessary accommodations.

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: [http://conhs.tamucc.edu/shb](http://conhs.tamucc.edu/shb)
The handbook and syllabus should be reviewed before signing the receipt form.

**Syllabus Disclaimer:** While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. **It is the STUDENT’S responsibility to keep abreast of course announcements.** Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.