



**NURSING 310: QUEST into PHENOMENOLOGY of NURSING**

**Fall 2010**

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By appointment

**Class:**

Monday and Wednesday, 10:20-11:30 a.m., Friday, tutorial session 10:20-11:30 a.m.

Class Room: Memorial Room 302

**Clinical:** Tuesday: 6:45 am -3:15 pm

Clinical Sites will vary (refer to schedule)

Special experiences will have different clinical times (refer to directives)

**Catalog/Course Description:**

A clinical practicum course which provides an interface with the lived experience of humanity as part of a system. Students explore theory related to designated acute and chronic health problems. Students experience nursing role behaviors of the practitioner, counselor, educator, advocate, and coordinator in various settings.

**Course Objectives:**

1. Investigate qualities inherent in a professional nurse.
2. Assimilate roles of professional nursing practice.
3. Integrate the lived experiences of clinical practice to promote patient safety and quality outcomes and to develop a personal approach to clinical practice.
4. Analyze various perspectives of the role of the professional nurse.
5. Communicate the experienced phenomenon of nursing to peers.
6. Investigate nursing research and its role in the health care setting and its application to evidenced based practice.

**Required Texts:**

ATI Content Mastery Series:

Adult Medical Surgical Nursing.

Pharmacology for Nursing.

Cox, H., Hinz, M., Lubno, M., Scott-Tilley, D., Newfield, S., Slater, M., & Sridaromont, K. (2006). *Clinical applications of nursing diagnosis: Adult, child, women's, psychiatric, gerontic, and home health considerations* (4<sup>th</sup> ed.). Philadelphia: F.A. Davis.

Dillon, P. M. (2007). *Nursing health assessment* (2<sup>nd</sup> ed). Philadelphia: F. A. Davis.

Dillon, P. M. (2007). *Nursing health assessment: Student applications* (2<sup>nd</sup> ed.). Philadelphia: F. A. Davis.

Harkreader, H. (2007). *Fundamentals of nursing: Caring and clinical judgment* (3rd ed.). Philadelphia: W. B. Saunders.

Hogan, M.A., Thobagen, M. & Harkreader, H. (2007). *Study guide for Harkreader: Fundamentals of nursing: Caring and clinical judgment* (3rd ed.). Philadelphia: W.B. Saunders.

Kee, J. L., Hayes, E. R. & McCuistion, L. E. (2009). *Pharmacology: A nursing process approach* (6<sup>th</sup> ed.). St. Louis: Elsevier.

Kee, J. L., Hayes, E. R. & McCuistion, L. E. (2009). *Study guide pharmacology: A nursing process approach* (6<sup>th</sup> ed.). St. Louis: Elsevier.

Newfield, S. A., Hinz, M. D., Scott-Tilley, D., Sridaromont, K. & Maramba, P. (2007). *Cox's clinical applications of nursing diagnosis: Adult, child, women's, Mental health, gerontic, and home health considerations* (5<sup>th</sup> ed.). Philadelphia: F. A. Davis.

Smeltzer, S.C., Bare, B.G., Hinkle, J.L. & Cheever, K.H. (2007). *Brunner and Suddarth's Textbook of medical-surgical nursing* (11<sup>th</sup> ed). Philadelphia: Lippincott, Williams &Wilkins.

**Recommended Text:**

Corbett, J. (2008). *Laboratory tests and diagnostic procedures with nursing diagnoses* (8<sup>th</sup> ed.). Pearson: Prentice hall

Deglin, J. H. & Vallerand, A. H. (2009). *Davis's drug guide for nurses* (11<sup>th</sup> ed.). Philadelphia: F. A. Davis.  
Davis's Drug Guide for Nurses, with Resource Kit CD-ROM, 11th Edition © 2008

Sylvestri, L.A. (2008). *Comprehensive review for NCLEX-RN* (4th ed.). Philadelphia: W.B. Saunders Company.

## Required Supplements:

*Professional behavior in healthcare professions: Effective communication with patients.* (2007). Films for the Humanities. Video. Available on Blackboard NURS 310

*The Heart, Blood, and Heart Valves* (for Cardiology, Interventional Radiology, and Cardiac Cath Lab experiences). Video. Available on Blackboard NURS 310

## Course Requirements:

1. **Class and Clinical attendance is required.** Students are expected to be prepared for all class/clinical meetings. Failure to prepare for clinical practice gives the instructor the right to dismiss the student from the experience. Concurrently, the student will receive an Unsatisfactory evaluation for the clinical day. Students are required to read the *Essentials* document published by St. Luke's Hospital and Health Network and complete the post-test with a satisfactory score by the designated due date (Friday, September 10, 2010 by 8:00 am). The document and the post-test form are available on the course Blackboard website for NURS 310 under the Essentials tab on the Homepage.
2. **If unable to attend a class**, please contact the course faculty 30 minutes **prior** to class session to be missed or immediately after the class session via phone or email. Students are responsible for obtaining any notes, handouts, or other class items from classmates. Students who do not follow this policy and miss class without a doctor's excuse will have to complete the required make-up work per the course faculty and/or are subject to a 1 point deduction from their final grade for each unexcused absence or failure to complete assigned make-up work. Tardiness is a distraction to the class and will not be tolerated. Students are expected to arrive promptly and engage fully in the class.
3. **If unable to attend clinical**, the student must contact the clinical agency **and** the clinical instructor no later than 30 minutes before the start time of the clinical experience. Failure to notify the instructor prior to the experience will result in an Unsatisfactory for the clinical day and may place the student in jeopardy of satisfactorily completing the objectives. In the event you cannot reach an instructor by pager or cell phone, please call the clinical unit and leave a message with a number where you may be reached. Alternative assignments, which may include, but are not limited to, removing the student from another experience (GI lab, IR, Role, Peer leader, etc.) and using that time for additional patient assignments on the clinical unit, may be required at the discretion of the course faculty. All unit clinical days start at 0645 unless otherwise specified on the directive. **Therefore, the student is expected to be at the clinical site prior to 0645, and ready to begin promptly at 0645.**
4. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation to purchasing a paper from the Internet or a professional writing service. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty; copies which are available in the Nursing Department.

5. **Statement for Disability Support:** Students who wish to request accommodations in this class for support of learning disabilities, ADHD, or other disabilities should contact Joseph Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.
6. Class participation is not limited to class attendance. Class participation includes class attendance, generating and participating in class discussions, and active involvement in group assignments. Students will arrive promptly for class. Students are expected to be fully engaged in the class; therefore, cell phones should be turned off and no texting will be allowed. Students should refrain from leaving the classroom during the class time.
7. Attendance at the Fall Convocation on Thursday, September 23, 2010 and the Sipple Lectureship on Wednesday, October 27, 2010.

**Methods of Evaluation:**

- |                                   |     |
|-----------------------------------|-----|
| 1. Exams (5 exams worth 11% each) | 55% |
| 2. Comprehensive Final            | 15% |
| 3. Annotated Bibliography         | 10% |
| 4. Teaching Project/Presentation  | 10% |
| 5. Homework/quizzes               | 10% |

\* Clinical Evaluation: Satisfactory/Unsatisfactory

\* If a student earns an Unsatisfactory in clinical, the student will receive an “F” for the course.

It is within the instructor’s purview to apply qualitative judgment for determination of grades for an assignment or for the course.

NURS 310 supports each student’s development based on the core components:

<b>Community</b>	<b>Holism</b>	<b>Inquiry</b>	<b>Professionalism</b>
human diversity	caring	reflectivity	advocate
vulnerable populations	health promotion		coordinator
			counselor
			educator
			practitioner

**Policy:**

The grading scale is as follows:

A = 93-100	B+ = 87-89	B- = 80-82	C = 73-76	D+ = 67-69	D- = 60-62
A- = 90-92	B = 83-86	C+ = 77-79	C- = 70-72	D = 63-66	F = < 60

**\*This syllabus is subject to change\***

## **NURS310: Topical Outline**

- I. Overview of professional nursing roles
  - 1. Therapeutic communications in the nurse counselor role
  - 2. Role of the counselor exemplar
  - 3. Role of the counselor death, dying and grief
  - 4. Role of the nurse as practitioner
  - 5. Role of the nurse as advocate
  - 6. Nurse-patient relationship
  - 7. Complementary/alternative therapies: Introduction
- A. Multidisciplinary roles
- II. General Topics
  - A. Activity Exercise
    - 1. Ortho/Musculoskeletal Conditions
      - A. Soft tissue musculoskeletal injury
      - B. Dislocation
      - C. Rotator cuff injury
      - D. Meniscus Trauma
      - E. Bursitis/Muscle spasms
      - F. Arthroplasty
      - G. Musculoskeletal sports injuries
      - H. Fractures
        - i. Nursing care of the person in a cast
      - I. Nursing care of the person in traction
      - J. Bone Disease
        - i. Paget's
        - ii. Metabolic Bone Disorders
        - iii. Paget's Disease
        - iv. Cancer
  - B. Perioperative Care
    - 1. Ambulatory Surgery
    - 2. OR
    - 3. PACU
    - 4. Post-op wounds
    - 5. Post-op care/complications prevention
    - 6. Anesthesia/analgesic
  - C. Cardiovascular Conditions
    - 1. Diagnostic testing for CV Conditions
    - 2. Arteriosclerotic Heart Disease
    - 3. Hypertension
    - 4. Angina/MI/ACS
    - 5. Vascular Disorders: PAD/PVD (acute and chronic)
    - 6. Heart Failure
    - 7. PAD/PVD
    - 8. Venous Thromboembolism (DVT, PE)
    - 9. Cardiovascular Interventions
      - a. Surgery
        - i. CABG
        - ii. Mini-CABG

- b. Interventional radiology
        - i. PTCA
      - c. Medications
    - D. Endocrine Conditions
      - 1. Thyroid and Parathyroid Disorders
      - 2. Adrenal Disorders
      - 3. Diabetes Mellitus
        - a. Gestational Diabetes
      - 4. Diabetes Insipidus/SIADH
      - 5. Other Endocrine Disorders
    - E. Oncological Disorders
      - 1. General Interventions for Clients with Cancer
      - 2. Overview of types of Cancer
        - a. Lung
        - b. Breast
        - c. Prostate
        - d. Testicular
        - e. Colon
        - f. Renal
        - g. Gastric
        - h. Esophageal
        - i. Skin cancers/melanoma
        - j. Laryngeal
        - k. Ophthalmic cancer
        - l. Other
- III. Clinical Skills
  - A. Teaching project
  - B. Venous Access Devices – with TPN, Dressing changes
  - C. Chest Tubes
  - D. Blood transfusions/Transfusion Reactions
  - E. EKGs; analysis of normal rhythms
  - F. Diagnostic/lab testing
- IV. Information Literacy
  - A. Basic Web Searching
  - B. Annotated Bibliography