



**St. Luke's School of Nursing
at Moravian College**
Bethlehem, Pennsylvania



Nursing 313: Embracing the Challenged Family*

Fall, 2010

Michele August-Brady, PhD, RN

Email: augustm@moravian.edu Office: Comenius 401
Phone: 610-625-7864 (office) Cell: 610-554-5563
Office Hours: Mondays & Fridays: 10:00 – 12:00noon
Wednesdays: 2:30 – 4:30pm

Kerry H. Cheever, PhD, RN

Email: kerry.cheever@moravian.edu Office: Collier Hall of Science 210A
Phone: 610-861-1412 Cell: 610-442-9785
Office Hours: By appointment

One Course Unit (4 credits)

Class: 3 hrs / wk, Practicum = 8 hrs / wk

Class Meeting Times: M-W-F: 1310 – 1420

Clinical Learning: Thursdays 6:45 – 3:15pm

Clinical Faculty

Barbara McCarthy, RN, MHSA

Email: bjmccarthy@moravian.edu
Phone: (cell) 610-462-3770
(home) 610-419-4437

Jeanne Masters, RN, MSN

Email: masterJ@slhn.org
Phone: 610-954-4410

Margaret Pez, RN, BSN

Email: pez@moravian.edu
Phone: (h) 610 797 0945
(c) 610 844 5213

Brittany Wagner, RN, BSN

Email: wagnerwB@moravian.edu
Phone: (cell) 717-658-3916

Carol Kish, RN, MS, CNE

Email: mecsk01@moravian.edu
Phone: (cell) 580-819-0798

Catalog/Course Description:

A course which emphasizes integration of nursing skills and knowledge to facilitate the individuals' and the families' meeting severe episodic and chronic health challenges across the life span. Students analyze these critical challenges to individual & family systems in order to provide holistic and comprehensive nursing care given the resources available to the family within their community. (Pre-requisites: NU 314, Co-requisite; NU 315).

Course Objectives:

1. Synthesize knowledge from the humanities, sciences, and nursing in meeting diverse needs of individuals and families in acute and complex practice environments.
2. Provide holistic nursing care to acutely challenged individuals and families in order to facilitate attainment of safe and quality outcomes.
3. Collaborate with other healthcare team members to foster optimal health outcomes for individuals and families in acute and complex practice environments.
4. Provide culturally competent care to individuals and families in acute and complex practice environments.
5. Incorporate theory-based and evidence-based nursing interventions into the care of acute and complex individuals and families.
6. Assume civic and leadership behaviors when providing care to individuals and families in acute and complex practice environments.
7. Demonstrate professional accountability and advocacy in making judgments and providing care for individuals and families in acute and complex practice environments.

Required Texts:

ATI Content Mastery Series: Adult Medical-Surgical Nursing 7.1, Pharmacology 4.2

Dillon, P. M. (2003). *Nursing health assessment*. Philadelphia: F. A. Davis.

Harkreader, H. (2004). *Fundamentals of nursing: Caring and clinical judgment*. (2nd ed). Philadelphia: W.B. Saunders.

Kee, J., Hayes, E., & McCuiston, L. (2006). *Pharmacology: A nursing process approach* (5th ed.). St. Louis: Mosby.

Lutz, C. A. & Przytulski, K. R. (2006). *Nutrition and diet therapy*. (4th ed.). Philadelphia: F. A. Davis.

Smeltzer, S., Bare, B., Hinkle, J., & Cheever, K. (2008). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (11th ed). Philadelphia: Lippincott, Williams and Wilkins.

Required Journal Readings: (all readings are on the BB course site in their respective class weeks)

Ahrens, T. (2007). Sepsis: Stopping an insidious killer. *American Nurse Today*, 2(1), 36-40.

Brege, D. (2009). Recognizing and treating heatstroke. *Nursing Made Incredibly Easy*, 7(4), 13-18.

Breitenbach, J. (2007). Putting an end to perfusion confusion. *Nursing Made Incredibly Easy*, 5(3), 50-60.

Bruce, J. (2005). Getting to the heart of cardiomyopathies. *Nursing*, 35(8), 44- 47.

Brush, K. (2007). Abdominal compartment syndrome the pressure is on. *Nursing*, 37(7), 36-40.

Christie, R., & McLernon. (2008). Management of severe traumatic brain injury in the first 48 hours: A systems-based approach. *British Journal of Neuroscience Nursing*, 5(12), 554-560.

Cotter, J., Bixby, M., & Morse, B. (2006) Helping patients who need a permanent pacemaker. *Nursing 2006*, 36(8), 50-54.

- Cranwell-Bruce, Lisa. (2008). Antihypertensives. *MEDSURG Nursing*, 17(5), 337-341.
- Dellacroce, H. (2009). Surviving sepsis: The role of the nurse. *RN*, 72(7), 16-21.
- Ecklund, M., & Ecklund, C. (2007). How to recognize and respond to hypovolemic shock. *American Nurse Today*, 2(4), 28-31.
- Domke, M. (2010). Get a positive outcome from negative pressure. *Nursing Made Incredibly Easy*, 8 (1), 20-29.
- Fournier, M. (2009). Perfecting your acid-base balancing act. *American Nurse Today*, 4(1), 17-21.
- Gin-Sing, W. (2010). Pulmonary arterial hypertension: A multidisciplinary approach to care. *Nursing Standard*, 24(38), 40-47.
- Hayes, D. (2007). Combating infection – New guidelines for preventing infective endocarditis. *Nursing*, 37(8), 22-23.
- Horne, E. (2009). Taking aim at hypertensive crises. *Nursing*, 39(3), 48-53.
- Kallus, C. (2009). Building a solid understanding of mechanical ventilation. *Nursing*, 39(6), 22-29.
- Kelso, L. (2008). Cirrhosis: Caring for patients with end-stage liver failure. *The Nurse Practitioner*, 33(7), 24-30.
- Martin, E., Lu, W., Helmick, K., French, L., & Warden, D. (2008). Traumatic brain injuries sustained in the Afghanistan and Iraq Wars. *Journal of Trauma Nursing*, 15(3), 94-99.
- McCormick, M. (2009). Recognizing the signposts for sepsis. *Nursing Made Incredibly Easy*, 7(3), 40-51.
- Miller, J & Mink, J. (2009). Acute ischemic stroke: Not a moment to lose. *Nursing*, 39(5), 37-43.
- Powers, J. (2007). The five P's spell positive outcomes for ARDS patients. *American Nurse Today*, 2(3), 34-39.
- Radovich, P. (2008). Buying time for patients with acute liver failure. *American Nurse Today*, 3(11), 10-12.
- Soat, M. (2009). Aortic aneurysms: Causes, clues, and treatment options. *American Nurse Today*, 4(7), 7-9.
- Solheim, Jeff. (2009). DIC: When the coagulation goes horribly wrong. *Nursing Spectrum*, 28(8A), 22-27.
- Taft, K. (2009). Are you aware of hemorrhagic stroke? *Nursing Made Incredibly Easy*, 7 (4), 42-53.
- Todd, B., & Higgins, K. (2005). Aortic and mitral valve disease. *Nursing*, 35(6), 58 – 63.
- Walker, J. (2009). Spinal cord injuries: Acute care management and rehabilitation. *Nursing*

Standard, 23(42), 47-56.

Wisniewski, A. (2009). Delirium – A disturbance of consciousness. *Nursing Made Incredibly Easy*, 7(1), 32-40.

Recommended Journal Readings

Barker, E. (2009). Battle plan for the brain. *RN*, 72(3) 30-35.

Additional Learning Resources: Websites:

<http://www.survivingsepsis.org/Guidelines/Pages/default.aspx>

****Additional readings may be assigned as part of the course.**

Course Requirements:

1. Class attendance is an expectation. Students are expected to be actively engaged in their learning processes which include, but are not limited to, preparation for class and active participation in classroom activities. Absences without written verification will be considered as unexcused and the instructor will use her discretion to penalize any unexcused absence(s) or lateness. Deductions from the final course grade will reflect five tenths (.5) of a point for each unexcused absence, and three incidences of lateness will equate to 1 unexcused absence. Students are responsible for obtaining any notes, handouts, or other class items from classmates. College policy will be followed relative to inclement weather. Please check blackboard course site for any announcements relative to weather and the cancellation of class.
2. 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. Please note that the copying of information from the Internet to a powerpoint slide presentation without acknowledgement of source is plagiarism. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty. Copies of the statement on academic dishonesty are published in the Student Handbook.
3. All examinations are to be taken at the scheduled time, unless the instructor is notified of a competing previously scheduled scholastic or athletic activity. Any individual who is not at the scheduled examination based on a claim of illness is required to provide appropriate medical documentation of a valid medical reason for absence. An alternate examination may be determined by the course faculty.
4. Completion and satisfactory achievement of all course objectives in the laboratory and clinical settings, and curriculum requirements including standardized assessment tests (ATI Medical-Surgical Examination).
5. Learning activities stated on the topical outline section of this syllabus are to be completed prior to class time. The student can expect to work approximately 10-12 hours per week in preparing for this class.
6. Professional behavior and appearance is an expectation when in the classroom and clinical laboratory (both uniform and street clothing).

7. Maintenance of confidentiality for all assigned patients or clients as required by law (HIPAA). Students will be required to read and know agency policies on confidentiality and may be required to sign agency forms on confidentiality.
8. Communication between instructor & student can be facilitated through the use of email. Students are expected to check their email every 24-48 hours.
9. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.
10. It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.
11. The syllabus may be subject to change at the discretion of the faculty.
12. Students are expected to review anatomy & physiology, pathophysiology and assessment material as a prerequisite to readings assigned in this course.
13. Students are required to complete 5 medical-surgical focused reviews as part of Nursing 313: Respiratory, cardiovascular, acid/base balance, neuro/sensory, and perioperative. Students are required to earn a minimum score of 90%, with repeated testing no closer than 24 hour intervals.
14. Texting and using cell phones are not allowed during class time (unless there are exceptional circumstances). Cell phones may be used as calculators for math problems.

Methods of Evaluation:

Some learning activities will be non-graded but designed to facilitate thought and/or processes involved in achieving learning outcomes.

Graded learning activities are as follows:*

Total Percentage

Classroom Learning:

1. Theoretical Examinations (4)	15% each	60%
2. Additional Learning Activities		10%
3. Final Examination (cumulative)		20%
4. Family Research Presentation		10%
TOTAL:		100%

*Extra credit will be offered for the successful completion of the proctored assessment. **Extra credit will be awarded for the Medical – Surgical Assessment, points earned through extra credit will be added to the lowest examination grade.**

Extra Credit	
Completion of the ATI online practice assessments at 90% or better in Medical-Surgical Nursing prior to the proctored assessment test date. (DUE DATE: 11/19/2010)	1% of grade earned
Completion of the ATI proctored assessment Medical-Surgical Nursing (extra credit awarded is based on the earned proficiency level)	

Level 1 Proficiency Met	2.5% of grade earned
Level 2 Proficiency Met (program benchmark)	5% of grade earned
Level 3 Proficiency Met	7.5% of grade earned

Performance below Level 1 Proficiency	Demonstration of successful focused review as described below
---------------------------------------	---

*Students will be required to show proof of successful review / remediation in low performing areas. This may include reviewing content in modules or completion of case studies in review modules or through other strategies. In any case, students will be required to earn of score of 95% or better on the online practice assessment. The student may take the online practice assessment as many times as needed to achieve this outcome. **For all students earning less than a Level 1 proficiency on any proctored assessment, the student is required to earn a grade of 95% or better on the online practice assessment in order to fulfill program and graduation requirements.***

Clinical Learning:

Performance in the clinical practice area is evaluated as satisfactory or unsatisfactory. In order to earn a satisfactory evaluation, the student must achieve each course objective and supporting criteria as well as complete all clinical assignments in a satisfactory manner.

Students are required to earn a score of 90% in the drug calculation competency in order to administer medications and progress in the course. If this score is not achieved, students will remediate by reviewing Kee (chapter 4) and be re-evaluated with a second drug calculation competency. Failure to achieve a score of 90% on second attempt will result in a grade of unsatisfactory for Objective I in the formative evaluation. A third and final drug calculation competency will be given to the student. If the student does not achieve the 90% benchmark required for practice, the student will be unable to administer medications during the first seven weeks of the course which will result in an unsatisfactory formative clinical evaluation. **STUDENTS WILL BE REQUIRED TO EARN A 90% SCORE IN THE DRUG CALCULATION COMPETENCY IN ORDER TO PROGRESS IN THE COURSE.**

Clinical attendance is mandatory. If a student is ill or unable to attend, s/he must contact the clinical unit and clinical instructor prior to the clinical experience. Alternative assignments may be required at the discretion of the course faculty. Failure to notify the instructor will result in one point off the final course grade.

Students are expected to adhere to the policies and procedures of the clinical agencies in which they are assigned.

Portfolio Evidence should reflect the following areas:

Community	Holism	Inquiry	Professionalism
Family	Caring	Evidence based practice	Accountability
Human Diversity	Health	Critical thinking	Advocate
	Compassion	Health Care Technology	Professional Values
		Research	

Grading Policy:

1. Where applicable, class assignments are to be typed and submitted according to APA style (6th Ed.). Use of a computer, Internet access, and electronic searches of CINAHL and other databases is required.

2. Assignments are expected on or before their due date. At the discretion of the instructor, five points per day may be deducted from the grade if assignments are handed in late. Students are required to maintain an overall cumulative GPA of 2.7 and a nursing cumulative GPA of 3.0 in order to progress in the nursing major.

The grading scale is as follows:

A = 93-100

B = 83-86

C = 73-76

D = 63-66

A- = 90-92

B- = 80-82

C- = 70-72

D - = 60-62

B+ = 87-89

C+ = 77-79

D+ = 67-69

F = <60

TOPICAL OUTLINE		
DATE	TOPIC	LEARNING ACTIVITIES
Week 1		
8/30	Course Introduction	Start Reading!
9/1	Alteration in Exercise/Activity Pattern	Brunner: 914-925; 933-941
	Infectious Diseases of the Heart	ATI/MS: 321-329
	Valvular Heart Disease	Review ATI/Pharm: 63-75
		Review Kee: 423-453
		<u>Articles</u> : Hayes, Todd
9/2	Dysrhythmias, Pressure Monitoring	Brunner: 781-790; 823-843
Clinical O.	Drug Calculations	ATI/MS: 181-198
	(see clinical orientation directive)	Kee: Chapter 4
		<u>Article</u> : Breitenbach
9/3	Management of Dysrhythmias	Brunner: 842-857
		ATI/MS: 199-208
		Article: Cotter
Week 2		
9/6	NO CLASS: Labor Day Holiday	
9/8	Cardiomyopathies; Pulmonary Hypertension	Brunner: 925-933; 659-661
		ATI/Pharm: 249-51; 377-385
		ATI/MS: 306-320
		Review – Kee: 626-39; 644-46
		<u>Articles</u> : Bruce; Gin-Sing
		ATI CV focused review due
9/10	Hypertensive Crisis	Brunner: 1021-1034
	QUIZ 1	ATI/MS: 263-273
		ATI/Pharm: 241-280
		Review – Kee: 640-658; 919-923
		<u>Articles</u> : Cranwell-Bruce; Horne
Week 3		
9/13	Concept of Shock	Brunner: 355-379
		ATI/MS: 341-352
		ATI/Pharm: 239-244
		Kee: 265-272
		<u>Articles</u> : Ahrens; Ecklund
9/15	Pulmonary Embolism	Brunner: 662-67; 997-1003
	Aneurysms & Dissections	ATI/MS: 274-83; 151-160
	(end of material for exam 1)	ATI/Pharm: 298-305; 308-310
		Kee: 660-671
		<u>Article</u> : Soat
		ATI Resp. focused review due

TOPICAL OUTLINE		
DATE	TOPIC	LEARNING ACTIVITIES
9/16	REMEDICATION FOR DRUG COMPETENCY	ATI/MS: 23-36
	MUST BE COMPLETED	Review Kee: Chapter 4
9/17	Learning Circle: Review of Major Concepts	Review Material to Date
Week 4		
9/20	EXAM 1	
9/22	Acid-Base Disorders & ABGs	Brunner: 334-340
		ATI/MS: 22-27; 393-405
		Article: Fournier
		ATI Acid Base review due
9/24	Environmental Emergencies	Brunner: 2533-43
		Review Kee: 324-27; 577-579
		ATI/MS: 1-21
		Article: Blege
Week 5		
9/27	Acute Respiratory Disorders:	Brunner: 655-59; 723-35; 964-5
	ARDS, Pulmonary Edema	ATI/MS: 161-71; 353-362
		Review ATI/Pharm: 377-385
		Articles: Powers, Kallus
9/29	Management of acute respiratory failure	Brunner: 735-754
		ATI/MS: 70-91
		Review Kee: 586-601
		ATI skills: oxygen therapy
10/1	Overview of Trauma Concepts	Brunner: 2517-22; 2529-30
Week		
10/4	Alteration in Cognitive-Perceptual Disorders	Brunner: 2233-50; 2169-80; 2301-09
	Traumatic Brain Injury; Tumors	ATI/MS: 845-52; 762-80
		ATI/Pharm: 176-82
		Kee: 767-73; 912-15; 339-49
		Articles: Christie: Martin
		ATI neuro/sensory due
10/6	Spinal cord injuries & Tumors	Brunner: 2250-67; 2309-11
		ATI/MS: 853-61
		Article: Walker
10/8	Headache & Migraines	Brunner: 2301-2311; 2198-2202
	QUIZ 2	ATI/MS: 806-813
Week 7		
10/11	NO CLASS – FALL BREAK	Rest & renew

TOPICAL OUTLINE		
DATE	TOPIC	LEARNING ACTIVITIES
10/13	Alteration in exercise-activity pattern	Brunner: 675-81; 1595; 2073-75
	Selected Trauma: chest, eye, crush injuries	ATI/MS: 172-80
10/15	Abdominal injuries; ACS; wound flaps	Brunner: 2530-33; 1986-88
	(end of material for exam 2)	<u>Article</u> : Brush
Week 8		
10/18	Alteration in Cognitive Perceptual Patterns	Brunner: 2205-2231
	Brain Attack ; Subarachnoid Hemorrhage	ATI/MS: 862-871
		Kee: 668-71
		<u>Articles</u> : Miller; Taft; Barker
10/20	EXAM 2	
10/22	Learning Circle: TBA	
Week 9		
10/25	Alteration in Nutrition Metabolic Pattern	Brunner: 1285-1308
	Hepatic Disorders	ATI/MS: 746-753
		<u>Articles</u> : Radovich; Kelso
10/27	Acute Renal Failure	Brunner: 1522-27
		ATI/MS: 504-17
REQUIRED	Sipple Lectureship 5:30PM: Dr. Afaf Meleis	ATI/Pharm: 444-46; 386-95
	Foy Hall	Review Kee: 234-50; 912
10/29	Burns: Guest Lecturer	Brunner: 1994-2037
		ATI/MS: 1085-1095
Week 10	Alteration in Exercise-Activity Pattern:	
11/1	SIRS, MODS	Brunner: 374-378
		<u>Articles</u> : McCormick, Dellacroce
		ATI/Pharm: 241-44; 63-69; 74-77; 84-100
11/3	SIRS, MODS continued	Review Kee: 261-74; 423-59
		<u>Website</u> : http://www.survivingsepsis.org/Guidelines/Pages/default.aspx
11/5	Learning circle: Review of major concepts	
Week 11		
11/8	EXAM 3	
11/10	Coagulopathies: ITP/TTP/DIC	Brunner: 1084-98
		ATI/Pharm: 298-303
		Review Kee: 660-667
		<u>Article</u> : Solheim

TOPICAL OUTLINE		
DATE	TOPIC	LEARNING ACTIVITIES
11/12	Learning Circle: Discussion of Delirium	Brunner: 2549-2550
		Article: Wisniewski
Week 12	Alteration in Nutrition Metabolic Pattern	
11/15	DKA / HHNK / SIADH	Brunner: 1412-21; 315-18; 1440; 2180; 2187; 2244
		ATI/MS: 542-50; 594-602
		ATI/Pharm: 390-397
11/17	Metabolic Bone Disorders	Brunner: 2404-2413
		ATI/MS: 962-970
		ATI Pharm: 400-409
		Kee: 766-67; 877-78
11/19	Learning Circle: TBA	Completion of ATI MS Practice
	QUIZ 3	
Week 13		
11/22	Alteration in Cognitive Perceptual Patterns	
	Degenerative neurological disorders:	Brunner: 2277-88
	Multiple Sclerosis; Myasthenia Gravis	Kee: 351-71
		ATI/MS: 814-21; 830-37
		ATI/Pharm: 165-66; 170-75; 183-85
11/24 & 26	NO CLASS: THANKSGIVING HOLIDAY	
Week 14		
11/29	EXAM 4	
12/1	Degenerative neurological disorders:	Brunner: 2288-92; 2311-23
	ALS, GB, PD	Kee: 351-57; 363-71
		ATI/MS: 797-805; 822-29; 838-44
		ATI/Pharm: 165-66; 170-75; 183-85
12/3	Organ transplantation: Guess Lecturer	Brunner: 1336-1340
		ATI/MS: 442-449
Week 15		
12/6	Med-Sur ATI testing at 1:10pm – 2:20pm	
12/8	Course Review	
Week 16	FINAL EXAM: Thursday, 12/16 at 0830	

**It is likely that changes will be made to this syllabus. Those changes will be communicated to students.