



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

**Fall 2011**

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**Class:**

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

Class Room: PPHAC Room 101

**Clinical:** Tuesday: 6:45 am -3:15 pm or Thursday: 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.

Kee, J. (2010). *Laboratory and diagnostic tests with nursing implications* (8th ed.). Pearson: Prentice hall.

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

Kee, J. L., Hayes, E. R. & McCuiston, 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. (2010). *Brunner and Suddarth's Textbook of medical-surgical nursing* (12<sup>th</sup> ed). Philadelphia: Lippincott, Williams & Wilkins.

**Recommended Text:**

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.

**Recommended articles:**

Krathwohl, D. (2002). A revision of bloom's taxonomy: An overview. *Theory into practice*, 41 (4). 212-218.

Stickley, T & Freshwater, D. (2006). *Mental Health Practice*, Janssen-Cilag. 9(5), 12-18

## Required Supplements:

*PrepU Medical Surgical Program*

*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

*Selected Cardiac videos* on <http://www.heartsite.com> (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 acknowledgement form with a satisfactory score by the designated due date (**Tuesday, Sept 6<sup>th</sup>, 2011 0700**). The document and the acknowledgement form are available on the course Blackboard website for NURS 310 under the Essentials tab on the Homepage. In order to progress in the clinical environment, students must achieve a satisfactory score on the medication quiz competency.
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. **Clinical attendance is mandatory** for the student to consistently demonstrate the ability to meet course objectives. It is the student's responsibility to notify the clinical and course faculty in the event that he/she is unable to attend clinical experiences. Such notification is to occur up to two hours prior to the scheduled clinical experience. If a student is absent from class/clinical activity due to illness, a health care provider's statement verifying the illness and certifying that the student is able to resume class or clinical activity may be required. Alternative assignments, which may include, but are not limited to, removing the student from observational experiences and using that time for additional patient assignments on the clinical unit, may be required at the discretion of the course faculty. In the event that the student is scheduled for an observational experience (GI lab, OR, etc), please call the clinical unit, contact person and 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. All clinical absences will be tracked in a database for review by future course instructors and the Chairperson of the Department of Nursing. Students who request time off from clinical, due to events in which they have no control (death of a family member), will contact the course faculty and the clinical instructor, and the determination for clinical makeup will be decided. Students who arrive to clinical practice late or leave early may be required to make up those cumulative minutes at the end of the semester on a clinical makeup day. It is up to the discretion of the course faculty to require clinical makeup for students who routinely leave clinical early due to co-curricular activities. For student involved in co-curricular activities such as sports or music, etc, schedules must be submitted to clinical faculty at the beginning of the semester so that clinical experiences can be appropriately determined.
5. **Students will be required to makeup clinical absences.** The designated clinical makeup day will be scheduled on the Saturday before the last week of clinical practice. It is mandatory that students requiring clinical makeup attend that makeup day. Students will be charged \$250.00 per day of clinical make-up to reimburse the department for clinical supervision and administrative fees. All clinical requirements, including make-up, must be completed by the end of the final examination period for that semester. Any associated fees must be paid in full by the end of the final examination period for that semester. Students are exempt from clinical make-up if they are attending a faculty approved conference (i.e.- NSNA or SNAP convention). In the event that a student receives an excused absence for a required educational trip and later in the semester incurs more clinical absences, the student may be in a position to consider withdrawal from the course, if the clinical experiences absences are too numerous to be made up within the available faculty contract time.
6. In the event of a protracted illness requiring multiple missed clinical days, the student, course instructor(s), and Chairperson will meet to discuss alternatives and develop an individual education plan.
7. 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.
8. 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.
9. 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.
10. Attendance at the Fall Convocation on **Thursday, September 15, 2011 and the Sipple Lectureship on Wednesday, October 26, 2011.**

**Methods of Evaluation:**

|                                   |     |
|-----------------------------------|-----|
| 1. Exams (5 exams worth 11% each) | 55% |
| 2. Comprehensive Final            | 10% |
| 3. Annotated Bibliography         | 5%  |
| 4. Teaching Project/Presentation  | 10% |
| 5. PrepU assignments              | 10% |
| 6. ATI – Fundamentals Exam        | 10% |

\* Clinical Evaluation: Satisfactory/Unsatisfactory

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

**ATI Assessments ( See ATI Directive) (10%)**

All students are required to take the Fundamentals online practice assessment and medical surgical focused assessments (Endocrine, CV, Periop, and Fluid & Electrolyte) and prior to the Fundamentals proctored assessment in order to remediate in low performing areas. The online Fundamentals practice assessment Form A and focused reviews of the practice assessment **must be completed by November 11, 2011.**

All students are required to complete the ATI Proctored Fundamentals Assessment on **Tuesday, Nov. 15<sup>th</sup> or Thursday, Nov. 17<sup>th</sup>, 2011**. **Proficiency level 2** is the benchmark set by the nursing faculty.

If this benchmark has not been achieved, students will be required to complete:

- 4 medical-surgical focused reviews (2010) on the ATI website Students are required to earn a minimum score of 90%, with repeated testing no closer than 24 hour intervals and
- ATI on-line Fundamentals Practice Assessment Form B (which has rationale statements). Students are required to earn a minimum score of 90%, with repeated testing no closer than 24 hour intervals.
- Repeat the Fundamental Proctored assessment

This remediation must be completed by **Monday, November 28th, 2011**. Hard copy confirmation of completion must be given to instructor at that time.

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

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

## **NURS 310: Topical Outline**

- I. Current Class Topics
  - A. Overview of professional nursing roles
    - 1. Therapeutic Communications techniques
    - 2. Role of the Counselor Exemplar
    - 3. Role of the nurse as practitioner
    - 4. Role of the nurse as advocate
    - 5. Nurse-Patient Relationship
    - 6. Complementary/alternative therapies: Introduction
  - B. 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/
      - F. Arthroplasty/arthroscopies
      - 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. Metabolic Bone Disorders (osteoarthritis, osteomalacia, osteomyelitis)
        - ii. Paget's Disease
        - iii. Cancer
  - B. Peri-operative Care
    - 1. Ambulatory Surgery
    - 2. OR (surgical asepsis)
    - 3. PACU
    - 4. Post-op Wound Care
    - 5. Post-op Care/Prevention of Complications
    - 6. Anesthesia/Analgesia
  - C. Cardiovascular Conditions
    - 1. Diagnostic testing for CV Conditions
    - 2. Arteriosclerotic Heart Disease
      - A. Dietary considerations: AHA type 1 and 2
    - 3. Hypertension
      - A. DASH diet
    - 4. Angina/ MI/ACS

- 5. Vascular Disorders: Acute and chronic, PAD/PVD
  - 6. Heart Failure
  - 7. PAD/PVD
  - 8. Venous Thromboembolism (DVT, PE)
    - A. Dietary considerations
  - 9. Cardiovascular Interventions
    - A. Surgery
      - i. CABG
      - ii. Mini-CABG
    - B. Interventional radiology
      - i. PTCA
    - C. Medications
  - D. Endocrine Conditions
    - 1. Adrenal Disorders
    - 2. Thyroid and Parathyroid Disorders
    - 3. Diabetes Mellitus
      - A. Dietary considerations: CCHI1, CCHI2
    - 4. Diabetes Insipidus/SIADH
    - 5. Other Endocrine Disorders
  - E. Oncological Disorders
    - 1. General Interventions for Clients with Cancer
      - a. Radiation/chemotherapy
      - b. Dietary client needs
    - 2. Overview of types of Cancer
      - A. Lung cancer
      - B. Male
        - i. Prostate
        - ii. Testicular
      - C. Female GU
      - D. Breast
      - E. Colon
      - F. Gastric
      - G. Esophageal
      - H. Skin cancers/melanoma
      - I. Laryngeal
      - J. Renal
      - K. Ophthalmic cancer
    - 3. Oncologic emergencies
- III. Clinical Skills
  - A. Venous Access Devices – Dressing changes
  - B. Chest Tubes, set up and care
  - C. Blood transfusions/Transfusion Reactions
  - D. EKGs; analysis of normal rhythms
  - E. Trach care and suctioning
  - F. Surgical asepsis
  - G. Medication calculation and IV skills
- IV. Diagnostic/lab testing
  - A. Laboratory powerpoint: common patient lab values
  - B. CT, MRI, PET scan, Stress test

- V. Information Literacy
  - A. Web Evaluation
  - B. Annotated Bibliography
- VI. Community projects
  - A. Teaching project

\*Please note while the instructor will try to hold to the flow of the course outline, it may change over the course of the semester. Students will receive notification of syllabus changes in class or through electronic communication. \*\*

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

\*Please note that Moravian College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the event sponsor, or call 610-861-1408 at last one week prior to the event.\*

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