

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
Spring 2015**

COURSE NUMBER: NUR 4716L

COURSE TITLE: Acute Care in Nursing Situations with Adults and Aging Populations in Practice

COURSE FORMAT: Live, Web assist

CREDIT HOURS: 2 credits

COURSE SCHEDULE: ***** , Boca (*****), NU 202.

PLACEMENT IN CURRICULUM: Required course

PREREQUISITES: NUR 3262, NUR 3262L

COREQUISITES: NUR 4716

FACULTY: Name and credentials:
Title:
Office Location:
Phone:
E-mail

OFFICE HOURS: Day of week X-X PM

COURSE DESCRIPTION:

Building on a foundation of growing nursing knowledge and multiple ways of knowing, students use clinical reasoning skills to achieve safe, quality outcomes for adults experiencing acute alteration in health. Emphasis is placed on managing the care of patients experiencing acute illnesses and restoring health for adult and aging populations.

COURSE OBJECTIVES: Upon completion of NUR 4716L, the student will be able to create caring nursing responses in:

Becoming competent

1. Identify examples of multiple ways of knowing and systematic inquiry and their contribution to creating a caring environment in acute nursing situations. (PO 2, 3, 8; Essentials I, II, III, IX).

2. Examine the influence of health/illness beliefs, values, attitudes and practices of individuals and families on nurturing the wholeness of persons in acute nursing situations. (PO 1, 2, 3, 5, 8, 9; Essentials I, VII, IX).
3. Summarize the role of patient and family centered care that reflects an understanding of human development, pathophysiology, pharmacology, interprofessional and nursing management for adults and the aging across acute settings in the creation of a caring healing environment. (PO 1, 2, 3, 4, 5, 8, 9; Essential I, II, III, VI, VII, IX).

Becoming Compassionate

4. Apply the cultural, ethical, legal, and spiritual factors to be considered in both designing nursing responses and evaluating patient responses of adults and aging populations in acute nursing situations. (PO 1, 2, 3, 4, 5, 8, 9; Essentials I, II, III, VII, IX).
5. Demonstrate compassionate, patient-centered and evidence-based nursing responses that respect patient and family values. (PO 1, 2, 3, 4, 5, 6, 8, 9; Essential I, IX).

Demonstrating comportment

6. Examine ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy in acute care settings. (PO 2, 3, 4, 7; Essential I, II, IV, IX).
7. Discuss the leadership skills to collaborate with the interprofessional team to enhance outcomes. (PO 2-11; Essentials I, II, VI, IX).

Attending to conscience

8. Promote a culture of safety and quality outcomes for adult and older adult and their families across healthcare settings. (PO 2-10; Essential I, II, III, IV, VII, IX).
9. Initiate interventions with care mapping to achieve and maintain the wellness of the patient. (PO 2, 3, 4, 5, 6, 8, 9; Essential I, III, VII, IX).
10. Examine nursing situations in which nurses respond to calls for creating physical, cultural, technological and sociopolitical environments that support health and healing. (PO 2-10; Essentials I-IX)
11. Explains strategies for promoting health and wellness of individuals and communities and for protecting the health of the general population using evidence-based practice. (2, 3, 4, 5, 6, 8, 9, 10, 11; Essentials I, II, III, VI, VII, IX).

Becoming confident

12. Discuss the roles, scope of practice, and contribution of the various members of the interprofessional team to patient outcomes in acute nursing situations. (PO 1, 2, 3, 4, 5, 8, 9, 10, 11; Essentials I, VI, IX).
13. Describe the significance of advanced patient care equipment and technology in improving patient care outcomes and creating a safe care environment. (PO 2-8; Essentials I, II, III, IV, IX).
14. Demonstrate the ability to complete a comprehensive assessment of individuals and families in a variety of setting. (PO 1, 2, 3, 4, 5, 7, 8, 9; Essential I, II, VI, VII, IX).

Affirming commitment

15. Discuss the roles and responsibilities of regulatory agencies and their effect on patient care, quality, workplace safety, and the scope of nursing and other health professionals' practices. (PO 2, 3, 4, 5, 8, 9, 10, 11; Essential I, II, V, VII, IX).
16. Discover the relationship between perceptions of caring and use of technology in the care of adults and aging populations with acute health conditions. (PO 1 2, 3, 4, 5, 7, 8; Essentials I, II, III, IV, IX).
17. Give clinical examples of nurturing the wholeness of others. (PO 1, 2, 3, 5, 8, 12; Essential IX).

TEACHING LEARNING STRATEGIES:

Clinical experiences; post-conference discussions; written reflection journal;
Electronic Health Record Nursing Documentation

GRADING AND EVALUATION METHODS:

EVALUATION METHODS:	PERCENT OF TOTAL GRADE
Clinical worksheets	10%
Weekly EHR Documentation and reflective journal	25%
Adult health Nursing Care Map	50%
Nursing Practice Evaluation Tool	15%

GRADING SCALE:

Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C quality or better and meets expectations. A grade of U indicates that the work is below expectations and no credit will be given. A grade below C is not passing in the Undergraduate program. S/U grading is not calculated into the grade point average.

REQUIRED TEXTS:

Ignatavicius, D. & Workman, L. (2012). *Medical-Surgical Nursing: Patient-Centered Collaborative Care* (7th Ed.). St. Louis: Saunders Elsevier. ISBN (single volume) 978-1- 4377-2801-9 or ISBN (2 volume set) 978- 1-4377-2799-9

RECOMMENDED TEXTS:

Lehne, R. A. *Pharmacology for Nursing Care* (7th ed). Philadelphia: Saunders. ISBN- 978-1-4160-6249-3.

Smith, S.F., Duell, D.J., Martin, B.C. (2012). *Clinical Nursing Skills* (8th ed.). Prentice Hall Co. ISBN-13:978-0-13-511473-5.

TOPICAL OUTLINE:

- I. Interprofessional approach to person-centered care for individuals with complex health conditions: (Essential I)
 1. Synthesize theories, concepts and caring science to build an understanding of the human experience
 2. Integrate knowledge of and methods from an interprofessional perspective to inform decision-making.
 3. Apply caring, cultural, and social factors to care for diverse populations in the clinical setting.
- II. Quality care & patient safety: (Essentials II, V, VII)
 1. Implement communication skills within the context of an interprofessional team to ensure quality & safety.
 2. Accept responsibility for nursing care and team coordination in delivery of person-centered care.
 3. Create a culture of safety and caring.
 4. Participate in quality and safety initiatives.
 5. Identify roles and responsibilities of regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practices.
 6. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions.
 7. Assess health/illness beliefs, values, attitudes and practices of individuals and families in order to design person-centered nursing responses.
- III. Evidence-based practices to guide complex care nursing: (Essential III)
 1. Participate in the process of retrieval, appraisal and synthesis of evidence in collaboration with healthcare team to improve patient outcomes.
 2. Use evidence to design nursing care and create caring environments.
 3. Identify practice deviations from standards that may adversely influence patient outcomes.
- IV. Information management and application of patient care technology. (Essential IV).
 1. Use information technology in the complex care setting to improve patient care outcomes and creating a safe care environment.
 2. Demonstrate competence in using patient care technologies, information systems, and communication devices that support safe nursing practice in complex care settings.
 3. Understanding the use of documentation systems that track nurse sensitive outcomes.
 4. Demonstrate comportment in upholding ethical standards related to data security, regulatory requirements, confidentiality, and the patients right to privacy.
- V. Interprofessional Communication & Collaboration (Essentials VI & IX)
 1. Apply of inter and intra professional communication skills to deliver evidence-based, person-centered care.
 2. Incorporate effective communication techniques, including negotiation and conflict resolution to produce caring professional relationships.
 3. Share the unique nursing perspective in interprofessional care opportunities.
 4. Facilitate person-centered transitions of care, including shift to shift, discharge planning and ensuring the caregivers knowledge of care requirements to promote a safe caring environment.
- VI. Demonstration of professional comportment (Essential VIII).
 1. Model the values of moral, ethical, and legal conduct.
 2. Honor professional boundaries with patients, families, and colleagues.
 3. Identify the impact of attitudes, values, and expectations on the care of frail older adults in the acute care setting and other vulnerable populations.
 4. Act to prevent unsafe, illegal, or unethical care practices.
 5. Reflect upon one's own beliefs and values as they relate to professional practice.
 6. Model Roach's 6 C's as outlined in the clinical evaluation tool.

COURSE ASSIGNMENTS:

Clinical Worksheets

Students are expected to use available clinical time to complete the various worksheets in the clinical resource notebook. At least one worksheet should be completed daily. Worksheets will be graded and returned before you leave the clinical setting. Worksheets are worth 10% of the course grade; a minimum of 15 complete worksheets are needed for full credit.

EHR Documentation

EHR documentation and reflective journals are to be submitted to your assigned faculty member within 4 days of your clinical experience. Please note that documentation about care of the patient in the electronic health record is largely objective data while your reflective journal, the last section of the EHR documentation, provides an opportunity for self-evaluation and subjective response to the nursing situation. Information provided here will help you with this area of your journal, the reflective component.

In the journal, consider the objectives that you noted after your previous week's experience.

Did you meet your objectives?

Describe your accomplishments and analyze or critique your clinical experience.

What would you do differently? What did you learn?

Choose one or more of the caring perspectives as a lens for viewing your nursing situation. Incorporate how your situation reflects selects aspects of the caring perspectives.

The following are questions you can consider for reflection in your journal. Please do not attempt to answer them all each week. See if any of them interest you or are important to your clinical experience and address those that are in your journal.

Did any ethical issues/principles or legal issues surface during this clinical experience?

What did you find interesting and something that was a learning opportunity for you?

What about the general environment of the clinical setting – was this a safe area, how could it be improved?

What did you notice about healthcare economics? Healthcare delivery systems? Use of evidence-based practice?

How was technology used? Were you familiar with the methodology?

Conclude by identifying one or two objectives that you have for your learning in the next clinical experience for this course.

The Care Map is an in-depth look at the patient that includes an oral history, complete physical, and specific knowing of the patient and their concerns. From this knowledge Nursing Calls are discovered. Additionally, nursing diagnoses are developed that require interventions designed by the caregiver to reach short term and long term outcomes or goals. Use the Care Map Guidelines to answer specific concerns related to the patient. The first paper will be due after the third practice week. These will be done weekly until 2 satisfactory papers have been developed (each counts toward 25% of the practice course grade).

This Nursing Care Narrative reflects your ability to organize and interpret data and to critically think about and analyze your nursing care. This is one way to evaluate and document your ability to develop a comprehensive plan of care, hear unique calls, & design holistic nursing responses. It also reflects your assessment and critical thinking abilities and demonstrates the rationale for care including medication and other empirical knowledge, along with ethical and safety concerns. Your ability to accurately document in the clinical area and successfully complete a nursing care narrative provides an effective way for faculty to evaluate your clinical competency.

Nursing Practice Evaluation Tool: The nursing practice evaluation tool provides documentation of your performance. At a mid-semester conference, the student and faculty will review progress to date in meeting the learning outcomes for the course. Strategies to facilitate achievement of the learning goals will be mutually determined. The Professional Practice Lab and electronic resources may be used to augment clinical activities in supporting individual growth. The final evaluation conference will provide the final assessment of achievement of goals. At the conclusion of this course, the nursing practice evaluation tool will be jointly reviewed by the faculty and

student in a conference, signed and placed in the student's file at the College of Nursing. Signing the tool does not indicate agreement with the evaluation; the student's signature indicates that the evaluation has been reviewed.

BIBLIOGRAPHY:

AACN Practice Alerts on Family Presence During Resuscitation and Invasive Procedures

www.aacn.org/wd/practice/content/family-presence-practice-alert .

Johns, C. (2005). Reflections on the relationship between technology and caring. *Nursing in Critical Care*, 10(3), 150-155.

Pavilish, C. Brown-Saltzman, K., Hersh, M., Shirk, M., & Roukle, A. (2011). Nursing priorities, Actions, and regrets for ethical situations in clinical practice. *Journal of Nursing Scholarship*, 43(4), 385-5.

COLLEGE OF NURSING POLICIES

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:

<http://nursing.fau.edu/index.php?main=3&nav=526>

c). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and

<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: <http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. USE OF STUDENT COURSE MATERIAL The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

NUR 4716 L COURSE SCHEDULE

Date	Topic
Week 1	Orientation Theory Content: Caring for persons in fluid and electrolyte disturbances, acid base imbalances, and in need of infusion therapy nursing situations
Week 2	Clinical Site Theory Content: Caring for persons preoperatively, intra-operatively, and postoperatively in nursing situations
Week 3	Clinical Site Theory Content: Care of persons with inflammation and cancer in nursing situations. Also includes: Lupus and Gout.
Week 4	Clinical Site Theory Content: Care of persons with infection and hypersensitivity reactions in nursing situations. Exam 1
Week 5	Clinical Site Theory Content: Care of persons with pulmonary/oxygenation nursing situations. Includes: Oxygen therapy, tracheostomy, fractured nose, epistaxis, OSA, and neck cancer, lung cancer.
Week 6	Clinical Site Theory Content: Care of persons with pulmonary/oxygenation nursing situations and Care of persons in cardiovascular nursing situations Includes: sinusitis, pharyngitis, pneumonia, TB, pulmonary embolus, pneumothorax, chest tubes, and dysrhythmias.
Week 7	Clinical Site Theory Content: Care of persons in cardiovascular nursing situations Includes: heart failure, pulmonary edema, valvular heart disease, cardiomyopathy.
Week 8	Clinical Site Mid-semester performance review Theory Content: Exam 2
Week 9	SPRING BREAK (NO CLASSES)
Week 10	Clinical Site Theory Content: Care of persons in cardiovascular nursing situations and Care of person's with acute neurological situations Includes: Arteriosclerosis, Atherosclerosis, PAD, Aneurysm, VTE, Acute Coronary Syndromes, Myasthenia Gravis
Week 11	Clinical Site Theory Content: Care of persons with vision and hearing nursing situations Includes: cataract, glaucoma, macular degeneration, external otitis, impacted ear canal, otitis media, hearing loss.
Week 12	Clinical Site Theory Content:

Date	Topic
	Includes: GERD, hiatal hernia, gastritis, peptic ulcer disease, gastric cancer. Exam 3.
Week 13	Clinical Site Theory Content: Care of person's with gastrointestinal/biliary nursing situations Includes: Irritable bowel syndrome, intestinal obstruction, colorectal cancer, colostomy, ileostomy, appendicitis, peritonitis, gastroenteritis, ulcerative colitis, Chron's disease, diverticulitis, cirrhosis, hepatitis, cholecystitis, pancreatitis, pancreatic cancer
Week 14	Clinical Site Theory Content: Care of person's with renal nursing situations Includes: UTI, Urolithiasis, bladder cancer, polycystic kidney disease, nephrotic syndrome, renal cancer, peritoneal dialysis, hemodialysis.
Week 15	Clinical Site: FINAL EVALUATIONS
Week 16	Last Day of Classes

** The Clinical Schedule is individualized by the clinical instructor to address site, simulation, and other schedule changes.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

April 2012