

## Course Syllabus

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**Wendy J. Robb, PhD, RN, CNE** joined Cedar Crest College Nursing Department in the Fall of 2000. Her background includes expertise as a Clinical Nurse Specialist in the area of adult acute care, particularly trauma care, and research experience as a clinical research coordinator. Dr. Robb graduated from Gwynedd-Mercy College and DeSales University before completing her doctoral studies at Widener University in Chester, PA. Her research expertise is in the area of complementary and alternative healing and she has explored alternative healing modalities in The People's Republic of China. She has published and presented nationally and internationally on a variety of topics and has traveled to nursing schools in Ghana, West Africa and Sweden as part of international exchanges. Dr. Robb has participated in several national grants, holds memberships in numerous professional organizations, and maintains certification as a Nurse Educator by the National League for Nursing.

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**Placement** Senior year, Spring Semester

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**Credits** 4 total (2 credits classroom = 28 hours) (2 credits clinical = 84 hours)  
Formulas: classroom = 1 hour per credit; clinical = 3 hours per credit  
14 weeks x 2 hours = 28 classroom hours; 14 weeks x 6 hours = 84 clinical hours

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**Prerequisites** Nursing GPA of 2.5, satisfactory completion of all general education requirements, junior-level nursing courses (NUR 309, 311, 314, 320, 321, 322, 323), senior-level courses (NUR 330, 331, 332). This course may be a co-requisite with NUR 333 and NUR 334.

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**Course Description** This course focuses on the role of the professional nurse in promoting optimal health for multicultural individuals across the life span, who are experiencing complex health problems. Risk factors for illness and injury will be identified and strategies for health promotion will be explored for the care of clients with

emergencies, trauma and burns, as well as those with neurologic, cardiac, oncologic, immune, and liver disorders.

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**Course Objectives**

Upon successful completion of the course, the student will:

1. Demonstrate the basic principles of critical care nursing.
2. Demonstrate beginning competencies in meeting the nursing care needs of the multicultural, complex client across the life span.
3. Identify care issues across the life span that have implications for nursing research and apply pertinent nursing research findings to specific patient care situations.
4. Discuss ethical issues related to the care of the complex individual.
5. Use the nursing process to develop a plan of care based upon the responses of complex individuals and their families that incorporate supportive, rehabilitative, therapeutic and preventative nursing measures.

This course is taught using principles of adult learning. The student is responsible for the attainment of knowledge while the professor is responsible for the facilitation of learning. Students should expect to be challenged in this course, as it is a culmination of previous nursing knowledge for the application of complex health care principles. Eighty percent of the evaluation for this course is based on examination competency. In addition to the clinical component, students must demonstrate proficiency in the course examinations in order to successfully complete the course.

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**Required Textbooks**

Smeltzer, S. and Bare, B. (2007). Brunner & Suddarth's Textbook of Medical-Surgical Nursing. Philadelphia: Lippincott. Winingham, M. and Preusser, B. (2001). Critical Thinking in Medical-Surgical Settings: A Case Study Approach (2<sup>nd</sup> Ed.). St. Louis: Mosby.  
Any NCLEX review book

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**Recommended Textbooks**

American Psychological Association (2002). Publication Manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, DC: APA  
Any Nurses' Drug Guide.  
Myers, E. & Hopkins, T. (2004). MedSurg notes, nurse's clinical pocket guide. Philadelphia: F. A. Davis.  
Phillips, L. (2005). IV therapy notes, nurse's clinical pocket guide. Philadelphia: F. A. Davis.  
Rischbach, F. (1996). A Manual of Laboratory & Diagnostic Tests (5<sup>th</sup> ed.).

Philadelphia: Lippincott. (Or any comparable text)  
 Kuhn, M. (1994). Pharmaco-Therapeutics: A Nursing Process Approach (3<sup>rd</sup> ed.). Philadelphia: Davis.

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**Required Supplies** Clinical uniform, stethoscope, watch with second hand (see specific clinical needs and details related to uniform in student handbook) Classroom Response System: Specific Model as indicated in the bookstore

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**Teaching Methods** Audio-visual materials  
 Lecture and discussion  
 Case Studies/Simulation  
 Reflective writing  
 Guest Lecturers

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**Course Evaluation**

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| Exam 1   | 30%        |
| Exam 2   | 30%        |
| Final Exam   | 20%        |
| Cumulative Quiz Score  | 5%         |
| (11 weekly ten question quizzes in total: 10 quizzes worth .46% each; 1 quiz worth .40%) |            |
| Medication Calculation Exam  | 5%         |
| Case Study Simulation  | <u>10%</u> |

**Total 100%**

|  |     |
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| Reflective Clinical Journals (3)                   | P/F |
| Research Critique                                  | P/F |
| Skills Validation (Video)                          | P/F |
| Clinical Objectives                                | P/F |
| ATI Comprehensive Medical Surgical Assessment Exam | P/F |

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**Grading Policy**

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

Assignment/Exam Scores: Individual exam scores and assignments will be assigned to 2 decimal places without rounding.

Final Course Grade Scores: A grade below C is not passing. Students must achieve a minimum grade of a 73 in order to receive a C. No final course grades will be rounded and specifically, 72.50 to 72.99 will not be rounded up. Failure in the clinical component of the course requires the student to repeat the entire course, including all related skills.

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**Student Clinical Performance** Clinical Student Performance: on a daily basis, the respective clinical instructor will evaluate the student's clinical performance. Evaluation criteria are based on satisfactory completion of the clinical course objectives. The student is evaluated by his/her respective clinical instructor(s) and student performance is graded as either satisfactory (S) or unsatisfactory (U). (Students can refer to the Clinical Evaluation Tool for detailed performance ratings.) The student must receive a satisfactory rating for each course objective to obtain an "S" in clinical and to satisfy requirements for the nursing major. The student must pass both clinical and theoretical components of N341.

Medication Calculation Proficiency: This exam contains questions related to the calculation of oral, IM/Sub Q and intravenous medication administration. An 85% proficiency rate is needed to pass the medication calculation exam. If a student is unsuccessful at achieving an 85 on the first attempt, the test may be repeated. The maximum number of times the medication calculation test may be taken is 2 times. The med calculation exam is worth 5% of the total grade for the course. The result received on the first attempt will be the grade counted toward the course grade.

If the student does not achieve a minimum score of 85 after the second attempt, the student receives a clinical failure resulting in an (F) for the course.

Prior to the student re-taking the test, remediation must be demonstrated. A student will not be able to administer medications to patients in the clinical area until 85% proficiency has been achieved. Students should be aware that the clinical grade takes medication administration into account; therefore, timely remediation is essential to pass both theoretical and clinical components.

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**Reflective Clinical Journals** After clinical experiences, students are to critically reflect on their experiences. The journal should reflect personal thoughts, feelings, dilemmas, problems, revelations and individual evaluation of performance. The purpose of the reflective journal is to document the student's progress throughout clinical experiences. There are no specific guidelines related to page requirements. Three reflective journals are required. The journal collection is to be typed into the journal section of eCollege and submitted to the instructor. With eCollege,

only the instructor and the submitter, not other class members, can view journals. At the end of the clinical rotation the student must submit a self-evaluation as the culmination of the journal entries. The clinical instructor will determine the due dates/times for each entry. Entries are to be documented in a timely fashion, not logged all at once at the end of the rotation. It is required that journal entries be logged by the date assigned by the clinical instructor. If a student fails to log journal entries in the required time frame, it will be reflected in the course grade. Points will be deducted at the discretion of the professor for late journals. The reflective clinical journal is graded on a Satisfactory or Unsatisfactory scale. A Satisfactory grade is required in order to pass the course.

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**Research Roundtable Presentation** The student will select a patient that he/she has cared for that has stimulated interest in seeking additional research on the patient's diagnosis, treatment, etc. Based on the student's findings, he/she will present this patient and accompanying research at post conference. The Research Roundtable presentation is graded on a Satisfactory or Unsatisfactory scale. A Satisfactory grade is required in order to pass the course. See rubric for additional information related to the details of the assignment.

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**Quizzes** Preparation for class on a consistent basis is imperative to the student's success. A short 10-question quiz will be administered at some point during each class focusing on the content area of the class content. The quizzes will be comprised of introductory information related to the required topical readings assigned for the class. If a student is absent or late for class a quiz grade of zero will be obtained. In the event of class absence for any reason, quizzes will not be made-up or rescheduled. Once the quiz has been distributed to the students (hard copy) or commenced via ppt, late arriving students will not be permitted to begin the quiz and a grade of zero will be obtained. The answers to the quiz will be reviewed immediately following the quiz in class and will not be available for review at a later date by students. There will be a total of 11 quizzes, one for each class topic. Ten quizzes will be worth .46% each. Submission of the HIV Study Guide will count as the eleventh quiz and will account for .40%. This will result in a total of 11 quiz grades accounting for 5% of the course grade.

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**Examinations** Examinations must be taken when scheduled. Failure to abide by this policy will result in a grade of zero for the examination. No exams will be administered early. The professor will decide time frames for the exam. Generally, this will follow the one-minute per question rule. This is consistent with NCLEX preparation guidelines.

Students are reminded that they must adhere to the policies of the Cedar Crest College Honor Code. During exams, the professor or administrator may be

present in the room. No belongings will be permitted in the exam room including pencils, erasers, water bottles, or papers. The only student belonging that may accompany students into the exam room is a single car key. Students are encouraged to lock belongings in their vehicle prior to the exam. Cell phones, calculators, PDAs, and all electronic devices are strictly prohibited. Any student who has a cell phone ring or vibrate during an exam or quiz may receive a zero on the exam/quiz. This includes silenced, vibrating phones. Phones that vibrate unanswered can be distracting to other students who are trying to concentrate.

Students may not wear any type of hat during exams. Head coverings for religious or cultural reasons are permitted. The nursing department will provide writing utensils and calculators. Students are not permitted to leave the exam room for any reason including using the restroom. Please use the rest room prior to the exam. If you have an extraneous circumstance, please see the professor prior to the beginning of the exam. Students who leave the exam room will not be permitted to return.

**Examinations are not open for review.** The instructor may choose to review specific content area related to tested material after the exam, however, under no circumstances will specific exam questions be reviewed. This includes privately with the instructor or in classroom format.

Students who require accommodations which result in an extended testing time or alternate testing location must discuss arrangements with the professor at least one week prior to the exam.

### **Case Study Simulation**

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The Case Study Simulation project is an opportunity for senior level students to blend knowledge from the science of nursing and creativity from the art of nursing to in a project that culminates the senior medical-surgical experience. In this 8-10 minute scenario, a group of students will demonstrate proficient clinical nursing knowledge, cultural sensitivity, and artistic creativity through the development and presentation of their case study simulation. NCLEX questions related to the topic will be submitted via doc sharing in the assigned tab by the assigned due date. The questions must be typed with answers and rationales provided on a separate page. It is encouraged that questions come from NCLEX books, etc. Students are required to cite your resources. Accuracy is imperative.

The case study simulation will account for 10% of the student's course grade. Students will work in small groups. One grade will be assigned to the group and all students will achieve the same grade. The case study simulation project will be due to the course instructor on an assigned date and each group will present their simulation to the class at the NUR 341 Film Festival. See the grading rubric and specific instructions for the Case Study Simulation.

**ATI  
Comprehensive  
Medical  
Surgical  
Assessment  
Exam**

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Students are required to participate in the Assessment Technologies Institute's (ATI) Content Mastery and Review Program. This program aids in the review and remediation process for the state-licensing exam in nursing. Each module combines thorough content mastery assessment with review questions based on case studies.

In this course, the student will focus on the Medical Surgical content mastery area. The student will receive a review module and DVD as a resource and will be required to take

non-proctored and proctored assessments. The first non-proctored (180) and focused assessments (8) must be completed by the assigned dates. These assessments may be taken as many times as possible to prepare for the proctored assessment.

The proctored assessment (90 questions) will be administered according to the pacing schedule. Questions will be related to:

- 1) the care of adult clients with cardiovascular, fluid and electrolyte, reproductive, respiratory, renal, endocrine, digestive, integumentary, musculoskeletal, and neurosensory disorders and lymph, immune, and infectious disorders.
- 2) the effective use of all steps in the nursing process, therapeutic and effective communication skills, client education principles, and cultural competence,
- 3) pharmacology and nutrition knowledge, and a holistic approach to health promotion and disease prevention.

An individual score of **Proficiency Level 2** (see ATI Testing Policy) must be achieved to successfully complete the module.

**ATI Testing Policy**

1. Non-proctored and focused computerized assessments will be made available to students in the beginning of the semester for computerized test-taking practice. Students are encouraged to take this assessment as many times as they would like. An ATI study book and DVD will also be provided.
2. Students will take a proctored computerized assessment on the scheduled day. This assessment will occur prior to the final course examination. There will be no change of testing dates. The score for a missed assessment will be a 0% on the Individual score and the student will be required to remediate as outlined below in Step #4. If there are extenuating circumstances, these must

be brought to the attention of the professor prior to the assessment date.

3. It is expected that students will demonstrate a mastery of concepts at or above Proficiency Level 2 on the Individual Score. A Proficiency Level 2 standard is considered to meet the absolute minimum expectation for performance in this content area.

4. Those students who do not demonstrate a mastery of concepts at or above Proficiency Level 2 on the Individual Score must take a 2<sup>nd</sup> non-proctored test until a 95% Individual Score is accomplished. This assessment can be taken as many times as needed to achieve 95%.

5. For those students who take the 2<sup>nd</sup> non-proctored test, a paper copy of accomplishing 95% on the 2<sup>nd</sup> non-proctored test needs to be presented to the professor for admission to the final exam for that course.

6. Failure to present proof of remediation in the 2<sup>nd</sup> non-proctored exam before the final course exam will result in a zero for the final exam.

Additionally, scores achieved on this assessment exam will assist in the determination of student clinical placement in NUR 342 Independent Practicum.

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**Classroom Protocol** Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Excessive noise and talking while the class is underway is not permitted. Classes with large numbers of talking students make it difficult to hear. Please be courteous and refrain from sidebar discussions during class. In order to protect the rights of students who are trying to hear the class discussion, students who ignore this request may be asked to leave the class. All cell phones must be placed on silence.

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**Cumulative Knowledge** The student is reminded that knowledge in nursing is cumulative and that she/he will be held accountable for prior learning. Furthermore, the student is expected to be knowledgeable about anatomy, physiology, pharmacology, and health/physical assessment as they relate to material covered in this course. The student is responsible for material discussed in class as well as information covered in the required readings. Copies of journal articles may be placed on reserve in the Cressman Library.



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**Assignment Due Dates** All written assignments are due on the designated date. Lateness will be reflected in a lower grade of 10 points per day. Weekend days are counted toward deductions. Assignments submitted after the assigned time on the due date will be considered one day late, and subsequent points will be deducted in 24 hour increments according to the policy. It is the student's responsibility to obtain a stamp from the nursing secretary indicating the date and time the assignment was received. Assignments in question without a stamped date and time will be counted as late. Assignments are not to be slid under the professor's door without a stamp indicating date and time.

Extenuating circumstances will be evaluated on an individual basis by the professor. If a dispensation is granted, it must be documented in writing and signed by both the professor and student. Extenuating circumstances are less likely to be considered once the assignment is late. If a student is experiencing difficulty, it is recommended that he/she meet with the instructor prior to the due date of an assignment to discuss possible alternatives or solutions.

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**Email Policy** Due to the accelerated pace of this course, it is expected that students check their email daily, as important announcements can be timely. Students can expect that the lead instructor will also check email on a daily basis.

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**Copy of Student's Work** Students are required to keep a hard copy of all written work assignments for this course. In the event an assignment is lost, it is the student's responsibility to provide an additional copy of the written assignment. Failure to provide this copy will result in a grade of zero for the assignment.

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**Recording Policy** Students at Cedar Crest College who wish to record a class lecture must first meet with the instructor to request permission and to provide a rationale for the request. Students must abide by the rules of the CCC Recording Policy and must sign a written agreement to such rules prior to taping. These documents are available on the eCollege doc sharing tab.

The instructor is under no obligation to allow recording, but at the discretion may grant permission provided the student agrees to the following:

- Recordings of class lectures are for the student's personal use only in study and preparation related to the class, unless the faculty member grants permission otherwise.
- The student may not share the recordings with any other person, whether or not that person is in his/her class, unless the faculty member grants permission otherwise.
- The student acknowledges that the recordings are sources, the use of which in any academic work is governed by rules of academic conduct

for Cedar Crest College (see the “Statement on Academic Dishonesty or Plagiarism” and “Classroom Protocol” sections of the **Academic Policies and Services** portion of the current College catalog). Students who use class lectures as sources must cite using the appropriate editorial style (APA, MLA, etc.)

- The student agrees to destroy any recordings that were made at the end of the semester, unless the faculty member grants permission otherwise.
- Students who have been granted individual permission to record class lectures must agree in writing to abide by each of these provisions.

Students needing to record classes due to a documented disability should first see the Director of Academic services regarding the need for the accommodation. The Director of Academic Services will facilitate the discussion between the student and faculty member, within the guidelines of the ADA. Students who record classes to accommodate a disability will be required to comply with the above guidelines.

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**Attendance** Class attendance is required for the successful completion of this course. Attendance may be taken at the beginning of each class. Students are required to contact the professor if they will be late or absent from class. Excessive absences from class will be reflected in a lower final grade. Attendance is mandatory and necessary to complete the course objectives. Students who are absent run the risk of failing the clinical portion of the course.

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**Community Standards for Academic Conduct** **Honor Code:** Cedar Crest College students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership in the Cedar Crest College community pledge to accept responsibility for their actions in all academic and social situations and the effect their actions may have on other members of the College community.

**Academic Standard of Integrity:** Incumbent from the Honor Code, academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written, or visual) completed as part of a Cedar Crest education.

**Response to Academic Misconduct:** Students who breach the Academic Standard of Integrity—as set forth in the types of academic misconduct specified under the Faculty Handbook, Book 4.B.2.a.—are subject to sanctions imposed by an instructor, a department chair, the provost, or the Board of

Trustees. Such sanctions can range from, but are not limited to, the expectation to redo an assignment, the reduction in grade for an assignment or course, or the failure of an assignment or course. Extreme cases of academic misconduct, as determined by the provost or the Board of Trustees, may result in suspension or expulsion from the college, or the withholding, denial, or rescinding of academic degrees.

**Disability Accommodation:** Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center at 3484.

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