

Syllabus

Course Syllabus

Placement Senior year, Spring semester

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 = 84 clinical hours

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.

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.

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. Seventy-nine 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.

Required Textbooks and Resources Smeltzer, S., Bare, B., Hinkle & Cheever (2008). Brunner & Suddarth's Textbook of Medical-Surgical Nursing. (11th ed) Philadelphia: Lippincott.
ATI PLAN (Prescriptive Learning for All Nurses) DVD: Adult Medical-Surgical Nursing
ATI 2008 Online practice assessments found at <http://www.atitesting.com>
ATI Adult Medical Surgical Nursing RN Edition 7.1 Content Mastery Series REVIEW MODULE found at <http://www.atitesting.com>
Lippincott Blackboard Clinical Simulation Modules found at <http://www.thepoint.blackboard.com/webapps/login/>
Any recent NCLEX review text published after 2006 (Cressman Library has several on reserve for your use).

Recommended Textbooks

- Porth, C.M. (2007). Essentials of Pathophysiology: Concepts of Altered Health States, 2nd ed, Philadelphia: Lippincott, Williams & Wilkins.
- Any current manual of laboratory and diagnostic tests (2006 or later)
- Any current pharmacology book

- Any current nursing drug guide

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

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

Course Evaluation	Exam 1	25%
	Exam 2	25%
	Final Exam	24%
	Homework Assignments	11%
	(11 homework assignments in course, worth 1 point per due date).	
	Medication Calculation Exam	5%
	Case Study Simulation	10%
	Total	100%

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

The last day to withdraw from the course without a grade is February 23.

Grading Policy

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.

Student Clinical Student Performance: on a daily basis, the respective clinical instructor will

Clinical Performance

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 medication 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.

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 journals 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.

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.

Homework

A strong grasp of course content is required for the student to be successful in this class, and ultimately, the NCLEX exam. In order to demonstrate preparation for class, there will be homework focusing on course content and testing strategies. There are 11 assignments for the 11 topics to be covered in class. Homework is due at 1pm on the day of class; see pacing schedule for specific assignment details. Homework may be handed in by hardcopy at 1pm, or placed in the e-college

dropbox before 1pm. Assignments handed in after class will not be accepted, and a grade of 0 will be recorded.

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. All belongings will be placed in the front of the room. 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 may receive a zero on the exam. 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 a special circumstance, please see the professor prior to beginning of the exam. Students who leave the exam room will not be permitted to return.

Due to time restrictions and the rapid pace of this class, exams will not be reviewed during class time. Students will be given the opportunity to review an exam approximately one week after the exam. Arrangements for a group exam review will be announced in class, and students are welcome to contact the instructor for an individual review anytime after the group review is held.

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 exam. Students are encouraged to be pro-active in identifying learning needs and finding the best way to learn. Students are encouraged to seek tutoring, arrange for study groups, or meet with the instructor at any time to discuss concerns or clarify concepts.

Case Study Simulation 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 into a project that culminates the senior medical-surgical experience. In this 8-10 minute scenario, a group of student 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 sperate page. It is encouraged that questions come from *NCLEX* books, etc. Students are required to cite your resources. Accuracy is imperative.

The case study will account for 10% of the students'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 rubic and specific instructions for the Case Study Simulation.

ATI Comprehensive Medical Surgical Assessment Exam 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 a

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 **Level 2 proficiency** (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 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 Level 2 proficiency, which is approximately 66%. This standard will demonstrate that the student has acquired the minimum knowledge considered necessary for safe practice.

4. Those students who do not demonstrate a mastery of concepts at or above Level 2 on the individual score must take a 2nd 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 2nd non-proctored test, a paper copy of accomplishing 95% on the 2nd 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 2nd 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.

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 student's 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.

Additionally, students are entering the Nursing profession, and are bound by the ANA Code of Ethics for Nurses. Specifically:

“(4). The nurse is responsible and accountable for individual nursing practice... (5).The nurse owes the same duties to self as to others, including the responsibility to ... maintain competence, and to continue personal and professional growth. (6). The nurse participates in establishing, maintaining and improving health care environments and conditions of employment... consistent with the values of the profession.” (ANA, 2001, retrieved from <http://www.nursingworld.org>).

These ANA values emphasize a personal commitment to take learning seriously, as a tool used in service to the patient. Value 6 emphasizes that both the professor and students should work toward providing the best possible learning environment for all, and assist in facilitating learning for all.

Cumulative Knowledge

The student is reminded that knowledge in nursing is cumulative and that he/she 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.

Assignment Due Dates

All assignments are due on the designated date. Lateness of the any portion of the case study simulation 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.

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

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 students 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 CCC (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.

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. 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.

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 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.

**Instructor
Information** Kathy
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Office Hours: Tues and Thurs 3-5p and as scheduled individually

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I began my nursing career in 1979, after graduating from Englewood Hospital School of Nursing in NJ. In 1984, I earned a BSN from Jersey City State College, and then an MSN from Rutgers University in 1990. I have finished the course work for a doctoral degree at University of Northern Colorado. I hope to earn my PhD in Nursing Education by completing a research study and dissertation during 2010.

After 2 years of Adult Med/Surg experience, the majority of my clinical background has been in Emergency Nursing. I have always enjoyed the challenge of caring for patients throughout the lifespan who present with any type of illness or injury- this definitely requires a broad scope of nursing knowledge and a holistic approach! I became interested in Pediatric Emergency Nursing, and worked as a Pediatric Nurse Practitioner for several years in the 1990s. I began teaching in 2002, first in community colleges, and most recently at William Paterson University in NJ. I have continued to practice in the clinical setting as a per diem emergency nurse.

In 2008, I moved to PA, and began teaching at Cedar Crest College in Fall 2009. I hold certifications in Emergency Nursing (CEN) and Transcultural Nursing (CTN-A). I am a member of the ANA, NLN, Sigma Theta Tau, the International Philosophy of Nursing Society and Transcultural Nursing Society. I have published in Nursing Education Perspectives (co-author Lancellotti, 2007), Journal of Professional Nursing (author

Lancellotti, 2008) and International Journal of Nursing Education Scholarship (co-author, 2009). My research interests include Transcultural Nursing, the transition of new nurses into practice, and moral dilemmas in professional nursing practice.

My teaching philosophy is that I am here to help you succeed. Nursing is a collaborative discipline, in which communication is key. Please talk to me about any concerns or anything that is unclear. As nurses, we hold people's lives and health in our hands, and we must work hard to keep our knowledge at the highest level. You must take learning seriously, I must take teaching seriously, and we must all see patient care as the ultimate responsibility.
