

NURS 453 Evidence-Based Acute Medical-Surgical Nursing**Abilene Christian University****Fall 2014**

NURS 453

Thursday: 8 – 12 pm

4 credit hours

Classroom:

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ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

Course Description

Evidence-based Acute Medical-Surgical Nursing facilitates student learning of knowledge, judgments, skills, and behaviors to implement evidence-based clinical competencies in professional nursing practice. The course will focus on patients requiring hospitalization in a variety of medical-surgical settings.

Prerequisites

Completion of Level II requirements

Co-requisites

NURS 430, NURS 431, NURS 450, NURS 464

Course Purpose and Audience

This course is required for senior Level 3 students admitted to the school of nursing. This course provides understanding and application of nursing science in the acute care of patients with medical-surgical issues within complex health care systems.

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believe that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Teaching Philosophy and Christian Perspective

Faculty are responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service, and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believe that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believe that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources as a background for this course. The faculty invite the students to bring further resources in the semester discussion of faith in nursing practice.

Course Content

This course provides understanding and application of nursing science in the acute care of adult patients on medical-surgical units within complex health care systems. Content includes foundations of medical-surgical nursing; management of fluid, electrolyte, and acid-base imbalances; management of peri-operative patients; nursing management of acute patients with problems of protection, oxygenation, cardiac output /tissue perfusion, mobility, sensation, cognition, digestion, nutrition, elimination, regulation, metabolism, excretion, and reproduction.

Student Learning Objectives

After successful completion of this course, the student will understand and apply to nursing practice:

1. As a novice to advanced beginner, adapts clinical reasoning, and distinguishes evidence-based nursing competencies (KBJSA) to holistically address and prioritize multiple simple to complex patient (IF) preferences, values, and needs in acute care settings.
2. As a novice to advanced beginner, collaborate with multiple patients (IF) and the interdisciplinary health care team with effective communication skills and shared decision making for the achievement of the highest potential and safe patient health outcomes.
3. As an advanced beginner, demonstrate accountability for professional, legal, ethical, and regulatory standards for individual performance and system effectiveness for safe nursing competencies (KBJSA), planning and evaluating the delegation of patient (IFG) care to others, and the efficient use and allocation of health care resources.
4. As a novice to advanced beginner, apply basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to multiple patients (IFG) to ensure safety and quality, the application of evidence-based leadership and management best practices, and the management of confidential information technology for seamless care and transition in complex health care systems.
5. As a novice to advanced beginner, apply professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
6. As novice to advanced beginner, plans the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient (IFG) advocacy, and participation in student professional nursing organizations.
7. As a novice and an advanced beginner, engages in self care and reflection to prepare for clinical demands, plans growth to professional competence, and understands the need to participate in life long career and professional development.

Topical Outline

1. Foundations of medical-surgical nursing
 - a. Complementary and Alternative Therapies
 - b. Genetic Concepts for Medical Surgical Nursing
 - c. Substance Abuse and Medical Surgical Nursing

2. Management of patients with fluid, electrolyte, and acid- base balances
3. Management of peri-operative patients
4. Problems of protection: The immune system
 - a. Inflammation, deficiencies, and excess
 - b. Cancer
 - c. Infection
5. Problems of protection: skin, hair, and nails
6. Problems of oxygenation: The respiratory system
 - a. Care of patients requiring oxygen or tracheostomy
 - b. Noninfectious and infectious respiratory diseases
7. Problems of cardiac output and tissue perfusion: The cardiovascular system
 - a. Cardiac diseases
 - b. Vascular Problems
 - c. Acute Coronary Syndrome
8. Problems of tissue perfusion: The hematologic system
9. Problems with mobility, sensation, and cognition: Nervous system
 - a. Trauma and diseases of the brain
 - b. Trauma and diseases of the spinal cord
 - c. Trauma and diseases of the peripheral nervous system
10. Problems of digestion, nutrition, and elimination: The gastrointestinal system
 - a. Oral cavity problems
 - b. Esophageal and stomach disorders
 - c. Noninflammatory and inflammatory disorders
 - d. Liver, biliary system, and pancreas diseases
11. Problems of mobility: The musculoskeletal system
 - a. Musculoskeletal trauma

- b. Musculoskeletal diseases
- 12. Problems of regulation and metabolism: Endocrine system
 - a. Diabetes mellitus
 - b. Diseases of the thyroid and parathyroid gland
- 13. Problems of excretion: The renal/urinary system
 - a. Urinary problems
 - b. Renal disorders
- 14. Scriptural perspectives of comforting
- 15. Professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence.

Texts and Online Learning Resources

Ackley, B.J. & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care*. St. Louis: Mosby Elsevier.

Evolve. (2012). *Student resources*. Retrieved at <http://evolve.elsevier.com/Iggy/>

Ignatavicius, D. D. & Workman, M. L. (2012). *Medical-surgical nursing: Clinical decision-making study guide*, 7th ed. St. Louis: Saunders Elsevier.

Ignatavicius, D. D. & Workman, M. L. (2012). *Medical-surgical nursing: Patient-centered collaborative care*, 7th ed. St. Louis: Saunders Elsevier.

Course Activities

The student will be assigned weekly readings which are reinforced by written reflective and discussion. Class preparation of reading and audio/ video podcast s, will be required for active participation within the class time frame. Class time will be spent in faculty and guest lecture, discussion, in class projects, video presentations, demonstrations, and practice. Student mastery of content will be assessed by a variety of individual and group projects, individual competency, and course exams.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria

The student retains concepts of foundations of medical surgical nursing and management of patients with fluid, electrolytes, and acid-base imbalances.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Exams and written assignment averages greater than or equal to 80/100.
The student explains and analyzes management of perioperative patients, and care of patients with problems of protection, oxygenation, cardiac output, tissue perfusion, mobility, sensation, cognition, digestion, nutrition, elimination, regulation, metabolism, and excretion in acute care settings.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student appropriately prioritizes nursing care of patients in acute care settings, and responds safely with evidenced-based nursing knowledge, judgments, behaviors, skills, and attitudes	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Score is greater than or equal to 80/100 or 8/10.
The student effectively communicates to peer learners and faculty essential concepts of evidence-based care of patients in acute settings.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Score is greater than or equal to 80/100 for 8/10.
The student accurately assess patients with acute care needs and responds appropriately.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Score is greater than or equal to 80/100 for 8/10.
Affective Competency Statements		
The student applies a personal view of the Scriptural perspectives providing comfort to patients in acute health care settings.	Written assignments, class assignments	Score greater than or equal to 8/10
The student applies philosophies of professional values of caring, altruism, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency in caring for patients with acute health care needs.	Written assignments, class assignments	Score greater than or equal to 8/10

Final Course Grading Scale

900 to 1000 points = A

800 to 899 points = B

700 to 799 points = C

600 to 699 points = D

Below 600 points = F

Graded Course Elements

6 Unit Exams (75 points each; 50 questions each)	450 points
10 Quizzes (10 questions, 1.5 point each)	150 points
Comprehensive Final Exam (100 questions)	100 points
HESI Medical-Surgical Exam	100 points
10 in class activities (10 points each)	100 points
Evolve Practice Tests Medical-Surgical	100 points
Total	1,000 points

Policies

Attendance and Participation

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. If a student accumulates more than 2 unexcused absences, an appointment with faculty is required for assistance to cover missed content. After the 3rd unexcused absence, the student is at risk for failure of the course. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship,

and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

The first instance of cheating will result in a 0 for the assignment. A second incident will result in an F in the course.

Dress Code

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Assignments

Exams

The unit exams will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for excused absences (see attendance policy). **Students who score less than 60/75 on a unit exam will be assigned remedial work/testing at the discretion of the faculty. Students who score less than 520 points out of 650 after the six unit and comprehensive exams or less than 850 on the HESI Medical-Surgical exam will be assigned remedial work/ testing to be completed prior to the beginning of the next semester. The first score earned on each exam will be used in the calculation of the final course grade. A final grade of B is recommended for successful completion of the program.**

Quizzes

Ten online quizzes will be given throughout the semester. The content for the quizzes will come from the reading and audio podcasts.

Class Activities

Students will work in groups of 2- 4 on in class activities that will provide opportunities to prepare for course exams. Students will be assigned case studies, select a creative format (concept map, diagram, mnemonic, or role play), or complete online module to demonstrate relationships and nursing application of content assigned for class time. The scores for 10 activities will contribute to the total course points. See Appendix A for rubric.

Appendix A: In Class Assignment Rubric

Rubric Component	2 points	1 points	.5 points	0
Identifies and summarizes all components of the problems/questions at issue.	Accurately identifies the problems/questions and provides a well-developed summary.	Accurately identifies the problems/questions and provides a brief summary.	Identifies the problem/questions and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
Identifies and assesses the quality of supporting data/evidence with list of references	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion with list of references	Examines evidence and questions the quality. Distinguishes between fact and opinion with list of references.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
Identifies and considers the influence of the context* on the issue	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify or consider any contextual issues.
Demonstrates higher level thinking by interpreting critical points of issues discussed	Accurately identifies the critical points of issues and provides robust discussion of multiples ideas of the issues	Accurately identifies the critical issues and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists information.	
Identifies and evaluates conclusions, implications, and consequences	Accurately identifies conclusions, implications, and consequences with a well-developed	Accurately identifies conclusions, implications, and consequences with a brief evaluative	Does not explain, provides inaccurate information, or merely provides a list of ideas; or	Does not identify or evaluate any conclusions, implications or consequences.

	explanation. Provides an objective reflection of own assertions. Total: 10	summary. Total: 5	only discusses one area. Total: 2.5	Total: 0
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Evolve Practice Tests Medical Surgical Nursing

Student will complete all assignments to ensure content mastery. An average score of all assignments will contribute to the final grade.

Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1	Chapters 1,2,6,7 Read and audio pod casts	Course/Syllabus Orientation Introduction Complimentary and alternative therapy Genetics Substance abuse Post class Quiz 1	Quiz 1 Practice Tests (PT)
Week 2	Chapters 13,14,15 Quiz 2 Read and audio pod cast	Fluid and electrolyte imbalances Acid-base imbalances Infusion Therapy	Quiz 2 PT
			Exam 1
Date	Pre Class Preparation	In Class Assignment	Assignment due dates
Week 3	Chapters 20,21,22 Read and audio pod casts	Connective tissue disease Immune deficiencies	Quiz 3 PT

	Quiz 3	Immune function excess	
Week 4	Chapters 24,25,27 Read and audio pod cast Quiz 4	Cancer Infection Skin problems	Quiz 4 PT
			Exam II
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 5	Chapters 31,32,33 Read and audio pod cast Quiz 5	Noninfectious respiratory Infectious respiratory	Quiz 5 PT
Week 6	Chapters 37,38,40 Read and audio pod cast Quiz 6	Cardiac problems Vascular problems Acute coronary syndrome	Quiz 6 PT
			Exam 3
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 7	Chapters 42,53,54 Read and audio pod cast Quiz 7	Hematologic problems Musculoskeletal problems Musculoskeletal trauma	Quiz 7 PT
Week 8	Chapters 44,45,46 Read and audio pod	Central nervous system: Brain, spinal cord, peripheral nervous system	Quiz 8 PT

	cast Quiz 8		
			Exam 4
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 9	Chapters 56,57,58 Read and audio pod cast Quiz 9	Oral cavity Esophageal Stomach disorders	Quiz 9 PT
Week 10	Chapters 59,60,61 Read and audio pod cast Quiz 1	Noninflammatory intestinal disorders Inflammatory intestinal disorders Liver problems	Quiz 10 PT
			Exam 5
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 11	Chapters 62,63,66 Read and audio pod cast Quiz 8	Biliary system and pancreas problems Malnutrition and obesity Thyroid and parathyroid problems	PT
Week 12	Chapter 67 Read and audio pod cast	Diabetes Mellitus	PT
Week 13	Chapters 69,70,71 Read and audio pod cast	Urinary Problems Renal Disorders Renal failure and chronic disease	PT

			Exam 6
Week 14	Prepare for Final	Comprehensive Review	PT
Week 15	Prepare for Final	Comprehensive Review HESI Medical Surgical Exam	PT
Week 16			Final Date and Time TBA