

NURS 476 Evidence-Based Advanced Medical-Surgical Nursing**Abilene Christian University****Spring 2015**

NURS 476

Monday: 8 – 11; 1-4

Tuesday: 8 – 11 for 5 weeks

3 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

Advanced Medical-Surgical Nursing facilitates student learning of competencies required to implement evidence-based safety and quality care for complex patient needs in professional nursing practice.

Prerequisites

Completion of Level III

Co-requisites

NURS 475, NURS 498

Course Purpose and Audience

This course is required for senior Level 4 students admitted to the school of nursing. This course provides understanding and application of nursing science in the advanced care of patients with complex, critical health issues in hospital settings.

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 complex, critical care of patients on high acuity units within complex health care systems. Content includes the concepts in emergency and trauma nursing, practice in the critical care environment, elements of complex care, complex issues in the cardiovascular, respiratory, renal, endocrine, hematologic, immunological diseases; multisystem disorders, stabilizing hemodynamics, systemic inflammatory response syndrome, multiple organ dysfunction syndrome, burns, and complex nursing of special populations.

Student Learning Objectives

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

1. As an advanced beginner, applies and evaluates clinical reasoning, and evidence-based nursing competencies (KBJSA) to holistically address and prioritize multiple simple to complex patient (IFGCP) preferences, values, and needs.
2. As an advanced beginner, collaborate with patients (IFGCP) 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), implementing and evaluating the delegation of patient (IFG) care to others, and the efficient use and allocation of health care resources.
4. As an advanced beginner, apply an understanding of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care of multiple patients (IFGCP) 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 an advanced beginner, integrate 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 an advanced beginner, promotes the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient (IFGCP) advocacy, and participation in professional student nursing organizations.
7. As an advanced beginner, engages in self care and reflection to prepare for clinical demands, envisions growth to professional competence, and understands the need to participate in life long career and professional development.

Topical Outline

1. Concepts of emergency and trauma
2. The critical care environment
 - a. The critical care environment and alternate settings
 - b. Co-morbid conditions
 - c. Pain and sedation
3. Elements of care
 - a. Symptom management

- b. Nutrition
 - c. Thermoregulation
 - d. Families in critical care
 - e. Improving outcomes through prophylaxis
4. Cardiac Critical Care
- a. Advanced Dysrhythmias
 - b. Valvular disease, surgeries, and emergencies
 - c. Cardiomyopathy
 - d. Heart and lung transplantation
 - e. Acute Coronary Syndrome, heart failure, and heart disease in women
 - f. Cardiac Surgery
5. Respiratory Critical Care
- a. Acute Respiratory Failure, acute lung injury,
 - b. Mechanical ventilation and weaning
 - c. Thoracic surgery
6. Renal Critical Care
- a. Electrolyte emergencies
 - b. Complex acid-base disorders
 - c. Acute renal failure, chronic renal disease
7. Endocrine Critical Care
- a. Glycemic control
 - b. Pituitary, thyroid, and adrenal disorders
8. Hematologic Critical Care
- a. Blood conservation, and blood component replacement
 - b. Coagulopathies
9. Critical Care Immunology

- a. Immunocompromised
- b. Bone marrow transplantation

10. Multisystem Disorders

- a. Shock and end points of resuscitation
- b. Hemodynamics – Fluid and medication titration in shock
- c. Trauma
- d. Systemic Inflammatory Response Syndrome and Multiple Organ Dysfunction Syndrome
- e. Burns
- f. Mass casualty competencies

11. Special Patient Populations

- a. Immediate postoperative period
- b. Critically ill pregnant patient
- c. Critically ill pediatric patient
- d. Critically ill elderly patient
- e. Critically ill bariatric patient
- f. Oncologic emergencies
- g. Chemical dependency
- h. End-of-life care

12. Scriptural perspectives of end of life and eternal life

- 13. 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.

Carlson. K. K., Ed. (2009). *AACN advanced critical care nursing*. St. Louis: Saunders Elsevier.

Evolve. (2009). *Student resources*. Retrieved at <http://evolve.elsevier.com/AACN/advanced>

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

Ignatavicius, D. D. & Workman, M. L. (2010). *Medical-surgical nursing: Clinical decision-making study guide*. St. Louis: Saunders Elsevier.

Ignatavicius, D. D. & Workman, M. L. (2010). *Medical-surgical nursing: Patient-centered collaborative care*, 6th 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 elements of care in complex environments (co-morbid conditions, pain/sedation/symptom management, nutrition, thermoregulation, families in critical care, prophylaxis).	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 complex patients with cardiovascular, respiratory, renal, endocrine, hematological, immunological, multisystem disorders, and special populations with critical care issues.	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 complex and critical 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 complex and critical care	Exams, quizzes, concept maps, case studies, written reflection, other	Score is greater than or equal to 80/100 for

settings.	written assignments	8/10.
The student accurately assesses patients with complex and critical 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 integrates a personal view of the Scriptural perspectives of end-of-life in the care of complex patient needs	Written assignments, class assignments	Score greater than or equal to 8/10
The student integrates philosophies of professional values of caring, altruism, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency in the care of patients with complex 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

5 Unit Exams (100 points each; 50 questions each)	500 points
5 Quizzes (20 questions, 1 point each)	100 points
Comprehensive Final Exam (100 questions)	100 points
HESI Critical Care Exam	100 points
10 in class activities (10 points each)	100 points
Evolve Practice Tests Comprehensive Exams	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, and dismissal from the program.

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 80 on a unit exam will be assigned remedial work/testing at the discretion of the faculty. Students who score less than 525 points out of 700 after the 5 unit and comprehensive exams or less than 850 on the HESI Critical Care exam will be assigned remedial work/ testing to be completed prior to graduation. 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. Student s 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	Examines evidence and questions the quality. Distinguishes between fact and opinion	Merely repeats information provided. Does not justify position or distinguish between fact and	Does not identify or assess the quality of supporting evidence.

	completeness. Clearly distinguishes between fact and opinion with list of references	with list of references.	opinion.	
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 explanation. Provides an objective reflection of own assertions. Total: 10	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary. Total: 5	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area. Total: 2.5	Does not identify or evaluate any conclusions, implications or consequences. Total: 0

Evolve Practice Tests Comprehensive Exams

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		Course/Syllabus Orientation	Quiz 1

Monday	Selected readings from Carlson Chapters 1 - 8 Ignatavicius Chapter 10 Read and audio pod casts	Post class Quiz 1 Critical Care Settings Trauma and Emergency Care Pain, symptom management, nutrition, Thermoregulation, families in critical care	Practice Tests (PT)
Tuesday	Carlson Chapters 9, 10 Read and audio pod cast	Prophylaxis, Advanced dysrhythmias	Quiz 2 ATI
			Exam I
Date	Pre Class Preparation	In Class Assignment	Assignment due dates
Week 2 Monday	Selected readings from Carlson Chapters 11,12, 14, 15,16, 17, 18 Read and audio pod casts	Heart failure, heart disease in women Valvular Disease and surgery Vascular emergencies Cardiomyopathy Heart and lung transplantation	Quiz 3 PT
Tuesday	Selected readings from Carlson Chapters 19,20,21, 22 Read and audio pod cast	Acute respiratory failure Acute lung injury Mechanical Ventilation and Weaning Thoracic surgery Head injury and dysfunction	Quiz 4 PT
			Exam II
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 3	Selected readings from Carlson	Cerebrovascular disorders	Quiz 5

Monday	Chapters 23,24,25,26 27,28,29,30 Read and audio pod cast	Spinal cord injury Special neurologic patient populations Gastrointestinal bleeding Liver dysfunction, failure Pancreatitis The gut and critical illness Liver, kidney, and pancreas transplantation	PT
Tuesday	Selected readings from Carlson Chapters 31,32,33,34 Read and audio pod cast	Renal Electrolyte emergencies Complex acid base disorders Acute renal failure	Quiz 6 PT
			Exam III
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 4 Monday	Selected readings from Carlson Chapters 35,36,37,38 39,40,41,42 Read and audio pod cast	Endocrine Pituitary, thyroid, adrenal disorders Blood conservation, blood component replacement Coagulopathies Immunocompromised patients Bone marrow transplantation Multisystem disorders Hemodynamic stability Trauma	Quiz 7 PT

Tuesday	Selected readings from Carlson Chapters 43,44,45,46 Read and audio pod cast	Systemic Inflammatory Response Syndrome Multiple Organ Dysfunction Syndrome Burns Mass Casualty Competencies Immediate Postoperative period	Quiz 8 PT
			Exam IV
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 5 Monday	Selected readings from Carlson Chapters 47,48,49,52 Read and audio pod cast	Care of Critically Ill Special Populations	Quiz 9 PT
Tuesday	Carlson as reference Read and audio pod cast	Comprehensive Review	Quiz 10 PT
			Exam V
			Hesi

