Course: NURS 300-Nursing Care of the Acutely Ill Adult (8)
3 units – lecture 5 units - clinical

Schedule: Mondays 10:30-1:10 AH 2108

Faculty: Michael Gates, Ph.D, RN
Office: Hepner Hall 149
Office Phone: (619) 594-3572
E-mail: mgates@mail.sdsu.edu
Office Hours: Mondays 1:10-5:00 PM or by appointment
<table>
<thead>
<tr>
<th>Section</th>
<th>Clinical Faculty Contact Information</th>
<th>Hospital</th>
<th>Clinical Days</th>
<th>Simulation Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Rachel Hyden&lt;br&gt;<code>rahyden@cox.net</code></td>
<td>VA-5E</td>
<td>T/W</td>
<td>Sept 25 (CHF)</td>
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<td>2</td>
<td>Leslie McEwan&lt;br&gt;<code>mcewan.leslie@gmail.com</code></td>
<td>Alvarado</td>
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<td>3</td>
<td>Sriyani De Silva&lt;br&gt;<code>henrysriyani@yahoo.com</code></td>
<td>Scripps La Jolla</td>
<td>T/W</td>
<td>Sept 24 (CHF)</td>
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<td>Nov 20 (GI Bleed)</td>
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</table>
| 4       | Lisa Concilio & Nicole DeVries<br>`lconcilio@mail.sdsu.edu`
|         |                                     | VA-3N    | TH/F         | Sept 27 (CHF)   |
|         |                                     |          |              | Nov 21 (GI Bleed)|
| 5       | Geri Herold<br>`gherold@mail.sdsu.edu` | Sharp Memorial | TH/F        | Sept 26 (CHF)   |
|         |                                     |          |              | Nov 22 (GI Bleed)|
| 6       | Joanne Gribble<br>`jgribble@mail.sdsu.edu` | VA-3N    | T/W          | Sept 25 (CHF)   |
|         |                                     |          |              | Nov 19 (GI Bleed)|
| 7       | Jodi Katzman<br>`jkatzman@mail.sdsu.edu` | UCSD 8th floor | W/TH        | Sept 26 (CHF)   |
|         |                                     |          |              | Nov 21 (GI Bleed)|
| 8       | Geri Herold & Essie Asawapornmongkol<br>`gherold@mail.sdsu.edu`
|         |                                     | Scripps Chula Vista | T/W          | Sept 24 (CHF)   |
|         |                                     |          |              | Nov 20 (GI Bleed)|
**Curriculum Description:** psychological, social and biological stressors affecting adult health and appropriate nursing interventions.

**Pre-requisites:** NURS 202, 206, 208, 200. **Co-requisite:** N304

N300 discusses the major health problems facing adults in the acute care setting. Students will provide complete and comprehensive professional nursing care to patients in the clinical area. Critical thinking, setting appropriate priorities, and time management are stressed.

The course and clinical objectives for N300 are based in part on the following standards:


Quality and Safety Education for Nurses (QSEN) competencies found at [www.qsen.org](http://www.qsen.org)

**Student Learning Outcomes:**

Upon completion of this course, the student will be able to:

1. Explain the effects of physiologic and psychosocial stressors on adult health.

2. Integrate previously learned knowledge in the application of the nursing process to acutely ill adults

3. Examine plans of care for acutely ill patients based on professional standards and evidence based practice

4. Understand appropriate interventions for stressors impacting the acutely ill adult.

5. Utilize new knowledge in the delivery of nursing care in the clinical setting

6. Examine the present and emerging responsibilities of the professional nurse

7. Recognize the relationship between the research process and its application to the nursing process.

8. Understand the relationship of caring as an essential component of professional nursing practice.
Evaluation and Grading:

Grading Scale: Final grades in N300 will be determined using the grading system below. Please note that course failure and a grade of F will be given to a student if 1) a minimum grade average of a C (70%) is not obtained on the examinations and/or 2) the student does not receive a satisfactory evaluation from their clinical instructor for the clinical portion of the course. Students receiving an F or below on the exams will not be permitted to enroll in the next sequential courses (See policy for matriculation within the major).

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<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
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<td>B</td>
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<td>C</td>
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<td>F</td>
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<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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Grading:

Theory
Exam 1 = 25% October 7th
Exam 2 = 25% November 18th
Final Exam = 25% December 18th

Clinical
Write-ups = 12.5%
Clinical Preparedness = 12.5%
& Professionalism

Texts:
Required:
2. HESI Case Studies (can be purchased online details to follow)
3. PDA with your reference books on it.

Recommended:
NOTE WELL:

The highest standards of ethical professional behavior are to be maintained by all students. As a reminder, the ANA Code of Ethics is included in this syllabus.

The ANA House of Delegates approved these nine provisions of the new *Code of Ethics for Nurses* at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised *Code of Ethics for Nurses With Interpretive Statements*.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.


PLEASE NOTE:

Students who need disability accommodation should provide documentation of their disability to Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), and receive authorization for academic or clinical accommodations. After accommodations have been authorized by SDS, students are responsible for notifying faculty in advance of the need for accommodation. This can best be accomplished by making an appointment to meet privately with the faculty member early in the semester, or as soon as possible in the event that a disability is diagnosed during the course of the semester.

This course requires students to participate in field trips, research or studies that include course work that will be performed off-campus. Participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities.

Students using their own vehicles to transport other students to such activities should have current automobile insurance.

Students are reminded to read the University policy on academic dishonesty/student discipline in the Undergraduate catalog.

Exams: Important

Attendance for all exams is expected. No provision is made for exams missed because of unexcused absences from class. Unless a prior arrangement for an excused absence is obtained, a grade of F (0%) will be given for the exam that is missed. Make-up exams may differ from the original exam and may be of a different nature (e.g., essay, short answer, matching, etc.)

Test security is strictly maintained during both tests and review sessions. During exams, students must leave all parcels, phones, pagers, PDAs, etc. at the front of the room. Students are allowed to have pencils, erasers, and one scantron at their desks. Further, if you arrive to the classroom on an exam day after any students have turned in their exam and left the classroom, you will not be permitted to take the exam. Any student who, in the judgment of the faculty, is cheating during a test will receive a zero for that test and will be reported to the University Judiciary Committee for further action. It is the responsibility of the student to avoid any behavior which could give rise to a suspicion of cheating.

During test reviews, neither writing nor recording are allowed.

Scantrons: You will need one large red and white scantron (F-288-ERI-L) and 2 small red and white scantrons (F-289-ERI-L).
Case Studies

Case studies are designed to encourage critical thinking and problem solving. Case studies may be used by your clinical instructors in post-conference.

Simulation Lab

Two of your clinical days this semester will take place in the Sharp Simulation Lab. The dates for your specific clinical section along with the specific cases that will be covered in the simulation lab can be found on the first page of this syllabus. The simulation lab days begin promptly at 8AM. Further, the relevant information needed to prepare for the simulation case studies can be found under the assignment tab on the course Blackboard site.

Note: Preparation for the simulation lab is mandatory. Each student must work up and hand in to their clinical instructors the answers to the “Questions to Prepare for the Simulated Experience” prior to the start of the clinical experience. The Questions can be found in the PDF for the specific case that your lab section will be exploring that week. Students not prepared may be asked to leave the simulation. In addition you will need to answer the following questions:

1. What are the assessment priorities for this patient? (what areas of your assessment are the most important for this patient—provide your rationale)
2. Provide 2 priority nursing diagnoses with potential interventions and rationales
3. Prepare medications and laboratory worksheet based on the provider’s order

WRITE-UPS

Write-ups are an important component of the clinical portion of the course and are worth 12.5% of your overall grade. The WRITE-UPS help us determine whether you are successfully integrating the knowledge you are gaining in the lecture component of the course into your practice. During the semester you will be responsible for a total of a minimum of 3 sets of WRITE-UPS. Note that the first set of WRITE-UPS will be a walk through of a fictional patient your clinical instructor assigns. Your next two sets of WRITE-UPS will be on “real” patients. The first write-up on a real patient although graded will not be counted in your WRITE-UPS grade for the course (think of it as a practice run that will provide you with the necessary feedback to be successful on your graded WRITE-UPS). The remaining WRITE-UP(S) will be officially graded to determine the write-up portion of your course grade.

Note: If your work on the write-ups is not deemed satisfactory by the 3rd WRITE-UP your clinical instructor will request that you continue to make submissions until you have demonstrated competency with this skill. The WRITE-UPS are important in that they demonstrate your ability to think, document, and make decisions as a nurse.

Important: You are responsible for the information contained in the WRITE-UPS for all of your patients you take care of each day (see clinical portion of syllabus for more details on the WRITE-UPS).
**Important:** No matter how many patients you take care of each week in the clinical setting you will only be responsible for turning in a set of WRITE-UPS for one of your patients (clinical instructors may allow you to choose which patient you will write-up or they may assign one for you). Each set of WRITE-UPS will be graded out of 15 points (see clinical syllabus below for more detail on the WRITE-UPS).

**Clinical Preparedness & Professionalism**

Clinical preparedness and professionalism accounts for 12.5% of your overall course grade. Your clinical instructors will assign this grade based on the following over the semester:

1. observed interactions with your patient
2. observed interactions with facility staff (nurses, technical partners, MDs, etc.) – examples of interactions include did you clearly communicate what you would be providing for your patient during the day, did you give report to your patient’s assigned RN before leaving, did you organize effective coverage for your patient to cover your breaks/lunch period.
3. technical skills-were you prepared to provide the appropriate nursing care for your patient (i.e. foley’s, IV’s, injections, medication administration, etc.)
4. preparedness in the clinical setting and simulation lab (were you prepared to take care of the patients you were assigned and able to answer your instructors questions concerning the care of your patient)
5. handing in assignments on time
6. attendance/tardiness (if you were absent did you notify your instructor in timely manner- provide a doctor’s note if warranted, were you on time for your clinical rotations, etc)
7. were you dressed professionally for pre-lab and your clinical rotation.
8. Did you practice Safely (i.e., ask for help when unsure of how to proceed and most importantly follow the policy and procedures of the facility you worked for)
9. Did you handle criticism/constructive feedback from your instructor professionally
10. Did you honor the confidentiality of your patients

**NOTE:** Each of the 10 bullet points is worth 1 point in the calculation of your final grade. Everyone will start the semester with a 10/10. Example of point deductions: If you are late for clinical one day you will lose 0.2 points from bullet point 6: attendance/tardiness. Once you lose the full complement of points from a certain bullet point you will not lose further points. **Please note professionalism offenses (such as patient safety violations or repeated offenses) that are viewed as major/severe by your instructor may result in the loss of more than the 0.2 points deducted for minor offenses.** The total point loss for these major offenses will be left to the discretion of your clinical instructor and MAY result in a SIGNIFICANT loss of points.
LECTURE SCHEDULE

Students are expected to complete assigned readings before each class and listen to any captivate lectures assigned for that week. It is a basic responsibility of professionals to identify and fulfill their learning needs. Thus, if you find you do not remember the relevant pathophysiology, anatomy and physiology, chemistry, microbiology, or other basic material, it is your professional responsibility to review the deficient areas.

Professional education is by its very nature demanding and time consuming. Students are urged to manage time carefully. You will also find the stress management skills you learned in N208 to be very important.

Captivate Lectures will be provided on blackboard with accompanying power point slides. Students will be required to listen to the any Captivate lectures prior to coming to class. This will free up class time to develop critical thinking skills and go over case studies and review practice questions.

Students are responsible for all content taught in previous nursing and prerequisite courses.

NB: N304 is a concurrent course to N300. Drug classes and medications used for health problems covered in N300 are taught in N304. Tests in N300 may include questions about medications.

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>August 26th</td>
<td><strong>Module 1:</strong> Introduction to course</td>
<td>Lewis Ch. 5</td>
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<td>Review of the nursing process</td>
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<td>Health Promotion/ health behaviors/Health literacy</td>
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<td>September 2nd</td>
<td><strong>Labor Day-No Class</strong></td>
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<td>September 9th</td>
<td><strong>Module 2:</strong> Care of the patient with hemolytic problems</td>
<td>Lewis Ch 30 &amp; 31 (skim Ch. 30) Grodner Ch. 22</td>
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<td>Last day to Withdraw/Drop</td>
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<td>September 16th</td>
<td><strong>Module 3:</strong> Care of patient with cancer</td>
<td>Lewis Ch.16 &amp; pgs 1311-1329 (for 8th edition) 1348-1365 (for 7th edition)</td>
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<tr>
<td>Date</td>
<td>Module</td>
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<td>September 23rd</td>
<td>Module 4:</td>
<td>Care of the patient with cardiovascular disease:</td>
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<td>Hypertension, CAD, &amp; Heart Failure</td>
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<td>Lewis Ch 30 &amp; 31 (skim Ch. 30)</td>
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<td>Grodner Ch. 22</td>
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<td>Lewis Ch 32-35 (skim Chapter 32)</td>
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<td>Grodner Ch 20</td>
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<td>September 30th</td>
<td>Module 5:</td>
<td>Care of the patient with cardiovascular disease part 2:</td>
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<td>Dysrhythmias</td>
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<td>Structural Disorders</td>
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<td>Vascular Disorders</td>
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<td>Lewis Ch. 37-38 (skim Ch. 36)</td>
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<td>October 7th</td>
<td>Module 6: EXAM I [10:30-12:00]</td>
<td>EXAM I</td>
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<td>October 14th</td>
<td>NOTE: Beginning of EXAM 2 Content</td>
<td>Begin Module 7:</td>
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<td>Care of the patient with endocrine problems:</td>
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<td>Diabetes Mellitus</td>
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<td>Lewis Ch. 48 (skim) &amp; Ch. 49-50</td>
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<td>Optional: Grodner CH 19</td>
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<td>October 21st</td>
<td>Module 8:</td>
<td>Care of patient with respiratory problems</td>
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<td>Lewis Ch. 50</td>
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<td>Lewis Ch. 26-29 (skim Ch. 26)</td>
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<td>Optional: Grodner Ch. 20</td>
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<td>October 28th</td>
<td>Module 9:</td>
<td>Care of the patient with urinary problems</td>
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<td>Lewis Ch. 45-47 (skim Ch. 45)</td>
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<td>Optional: Grodner Ch. 21</td>
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<td>Date</td>
<td>Module 10:</td>
<td>Module 12:</td>
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<td>November 4th</td>
<td>Care of the patient with Hepatobiliary Disorders</td>
<td>Listen to Captivate for Upper &amp; Lower Gastrointestinal Disorders</td>
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<td>Disorders of the liver; pancreas; biliary tracts</td>
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<td><strong>END EXAM 2 Content Review for EXAM 2</strong></td>
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<td>November 11th</td>
<td><strong>Veterans Day-No Class</strong></td>
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<td>November 18th</td>
<td><strong>Module 11:</strong></td>
<td><strong>Exam 2 [10:30-12:00]</strong></td>
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<td>November 25th</td>
<td><strong>Start Module 13:</strong></td>
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<td>Care of the patient with neurological disorders part 1: Increased ICP &amp; Stroke</td>
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<td>December 2nd</td>
<td><strong>Module 14:</strong></td>
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<td>Care of the patient with neurological disorders Part 2:</td>
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<td>Degenerative diseases, seizure disorders, MS, SCI, &amp; Alzheimers</td>
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<td>December 9th</td>
<td><strong>Module 15:</strong></td>
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<td>Listen to Captivate for Care of the patient with Musculoskeletal disorders</td>
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<td><strong>Module 16:</strong></td>
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<td>Care of Patient’s with altered sensory input</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Additional Notes</td>
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<td>December 18th</td>
<td>Module 17: Nursing Practice Ethics Final Review</td>
<td>Optional: Grodner Ch. 15 &amp; 16</td>
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<td>Module 18: FINAL EXAM (8-10 AM)</td>
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MODULE OBJECTIVES:

Module 1: Course Intro Health Promotions/Health Behaviors/Health Literacy
Objectives: a. Discuss syllabus material  
b. Discuss course objectives and expectations for your clinical rotations  
c. Describe grading criteria  
d. Identify the health behavior and literacy challenges faced by your patients in the hospital environment.  
e. Identify strategies (i.e., education and lifestyle modifications) to help patients overcome the health behavior and literacy challenges they face.

Module 2: Care of the Patient with Hemolytic Disorders
Objectives: a. Identify the pathophysiologic mechanisms associated with the various types of hemolytic disorders (i.e., types of anemia, polycythemia, thrombocytopenia, DIC, neutropenia, and hemophilia). 
b. Describe the diagnostic findings, nutritional therapies, clinical manifestations, and complications associated with the various types of hemolytic disorders  
c. Describe the nursing management of patients suffering from hemolytic disorders  
d. Describe the nursing management of the patient receiving transfusions of blood and blood components.

Module 3: Care of the Patient with Cancer
Objectives: a. Explain the role of the nurse in the prevention and detection of cancer  
b. Describe the diagnostic findings, nutritional therapies, clinical manifestations, and complications associated with the various types of cancer and their treatments.  
c. Describe the nursing management of patients receiving chemotherapy, radiation therapy, and biologic and targeted therapy.

Module 4: Care of the Patient with Cardiovascular Disorders Part 1
Objectives: a. Identify the pathophysiologic mechanisms associated with hypertension, coronary heart disease, and heart failure.  
b. Describe the diagnostic findings, clinical manifestations, and complications associated with hypertension, coronary heart disease, and heart failure  
c. Describe the nursing management of patients suffering from hypertension, coronary heart disease, and heart failure  
d. Describe the nursing strategies (i.e., education and lifestyle modifications) used to help prevent and treat hypertension, coronary heart disease, and heart failure in patients of different age, race/ethnicity, and gender.
Module 5: Care of the Patient with Cardiovascular Disorders Part 2
Objectives:  

a. Identify the pathophysiologic mechanisms associated with dysrhythmias, inflammatory (i.e., endocarditis, pericarditis, and rheumatic heart disease), structural (valve stenosis, valve regurgitations, and cardiomyopathy), and vascular disorders (i.e., aneurysms, dissections, peripheral arterial disease, Buerger’s disease, Raynaud’s, venous thrombosis, pulmonary embolus, varicose veins, and venous insufficiency).

b. Describe the diagnostic findings, clinical manifestations, and complications associated with dysrhythmias, inflammatory, structural, and vascular disorders.

c. Describe the nursing management of patients suffering dysrhythmias, inflammatory, structural, and vascular disorders.

d. Describe the nursing strategies (i.e., education and lifestyle modifications) used to help prevent and treat dysrhythmias, inflammatory, structural, and vascular disorders in patients of different age, race/ethnicity, and gender.

Module 6: EXAM 1
Objectives:  

a. Complete and submit Exam 1

Module 7: Care of the Patient with Endocrine Disorders
Objectives:  

a. Identify the pathophysiologic mechanisms associated with endocrine disorders (i.e., diabetes mellitus, and disorders of the thyroid, parathyroid, adrenal, and pituitary glands).

b. Describe the diagnostic findings, clinical manifestations, and complications associated with endocrine disorders.

c. Describe the nursing management of patients suffering endocrine disorders.

d. Describe the nursing strategies (i.e., education and lifestyle modifications) used to help prevent and treat endocrine disorders in patients of different age, race/ethnicity, and gender.

Module 8: Care of the Patient with Respiratory Disorders
Objectives:  

a. Identify the pathophysiologic mechanisms associated with respiratory disorders (i.e., influenza, sinusitis, pneumonia, tuberculosis, lung cancer, pneumothorax, hemothorax, pulmonary embolus, pulmonary effusion, atelectasis, asthma, pulmonary hypertension, and chronic obstructive pulmonary diseases).

b. Describe the diagnostic findings, clinical manifestations, and complications associated with respiratory disorders.

c. Describe the nursing management of patients suffering respiratory disorders.

d. Describe the nursing strategies (i.e., education and lifestyle modifications) used to help prevent and treat respiratory disorders in patients of different age, race/ethnicity, and gender.
Module 9: Care of the Patient with Genitourinary Disorders
Objectives:

a. Identify the pathophysiologic mechanisms associated with genitourinary disorders (i.e., urethritis, cystitis, pyelonephritis, glomerulonephritis, urinary tract calculi, polycystic kidney disease, urinary incontinence, urinary retention, acute kidney failure, chronic kidney failure, dialysis).
b. Describe the diagnostic findings, clinical manifestations, and complications associated with genitourinary disorders.
c. Describe the nursing management of patients suffering genitourinary disorders.
d. Describe the nursing strategies (i.e., education and lifestyle modifications) used to help prevent and treat genitourinary disorders in patients of different age, race/ethnicity, and gender.

Module 10: Care of the Patient with Hepatobiliary Disorders
Objectives:

a. Identify the pathophysiologic mechanisms associated with hepatobiliary disorders (i.e., hepatitis, jaundice, cirrhosis, liver failure, pancreatitis, cholelithiasis, and cholecystitis).
b. Describe the diagnostic findings, clinical manifestations, and complications associated with hepatobiliary disorders.
c. Describe the nursing management of patients suffering respiratory disorders.
d. Describe the nursing strategies (i.e., education and lifestyle modifications) used to help prevent and treat hepatobiliary disorders in patients of different age, race/ethnicity, and gender.

Module 11: EXAM II
Objectives:

a. Complete and submit exam 2

Module 12: Care of the Patient with Gastrointestinal Disorders
Objectives:

a. Identify the pathophysiologic mechanisms associated with gastrointestinal disorders (i.e., malnutrition, obesity, eating disorders, nausea and vomiting, GERD, hernias, gastritis, peptic ulcer disease, diarrhea, fecal incontinence, constipation, irritable bowel syndrome, inflammatory bowel disease-Chron’s and ulcerative colitis, peritonitis, and bowel obstruction).
b. Describe the diagnostic findings, clinical manifestations, and complications associated with gastrointestinal disorders.
c. Describe the nursing management of patients suffering gastrointestinal disorders.
d. Describe the nursing strategies (i.e., education and lifestyle modifications) used to help prevent and treat gastrointestinal disorders in patients of different age, race/ethnicity, and gender.

Module 13: Care of the Patient with Neurological Disorders Part I
Objectives:

a. Identify the pathophysiologic mechanisms associated with increased intracranial pressure and stroke
Module 14: Care of the Patient with Neurological Disorders Part II
Objectives:

a. Identify the pathophysiologic mechanisms associated with other neurologic disorders (i.e., Alzheimer’s, dementia, delirium, spinal cord injury, multiple sclerosis, Parkinson’s, Huntington’s, headaches, seizures, myasthenia gravis, Bell’s palsy, and Guillain-Barre Syndrome).
b. Describe the diagnostic findings, clinical manifestations, and complications associated with neurological disorders.
c. Describe the nursing management of patients suffering neurological disorders.
d. Describe the nursing strategies (i.e., education and lifestyle modifications) used to help prevent and treat neurological disorders in patients of different age, race/ethnicity, and gender.

Module 15: Care of the Patient with Musculoskeletal Disorders
Objectives:

a. Identify the pathophysiologic mechanisms associated with musculoskeletal disorders (i.e., fractures, sprains, and strains, osteomyelitis, muscular dystrophy, back pain, osteoporosis, arthritis, and gout).
b. Describe the diagnostic findings, clinical manifestations, and complications associated with musculoskeletal disorders.
c. Describe the nursing management of patients suffering musculoskeletal disorders.
d. Describe the nursing strategies (i.e., education and lifestyle modifications) used to help prevent and treat musculoskeletal disorders in patients of different age, race/ethnicity, and gender.

Module 16: Care of the Patient with Sensory Disorders
Objectives:

a. Identify the pathophysiologic mechanisms associated with sensory disorders (i.e., conjunctivitis, cataract, retinal detachment, macular degeneration, glaucoma, Otitis media, Meniere’s disease, and hearing loss).
b. Describe the diagnostic findings, clinical manifestations, and complications associated with sensory disorders.
c. Describe the nursing management of patients suffering sensory disorders.
d. Describe the nursing strategies (i.e., education and lifestyle modifications) used to help prevent and treat sensory disorders in patients of different age, race/ethnicity, and gender.
Module 17: Wrap up and Review
Objectives:  
  a. Identify the ethical issues facing nurses in today’s health care system.
  b. Describe the diagnostic findings, clinical manifestations, and complications associated with each type of shock.
  c. Describe the nursing management of patients suffering shock.

Module 18: EXAM III
Objectives:  
  a. complete and submit exam 3
Clinical Syllabus
Clinical Laboratory:
All students will participate in the clinical portion of the course. Application of theoretical concepts and principles will be made under the direction and supervision of clinical instructors. Performance and practice in the clinical setting constitutes a large portion of the students assigned time in the program.

The clinical laboratory portion of N300 will be evaluated on a 4 point range from excellent to unsatisfactory. Satisfactory clinical performance will be determined by the student’s ability to safely meet the clinical objectives (See Clinical Evaluation Form-found under course documents in Blackboard). Unsatisfactory clinical performance will result in a failing grade in Nursing 300.

1. Each clinical faculty member has total authority and responsibility to remove students from clinical practice if their activities or behaviors are deemed as UNSAFE or unprofessional by faculty or staff. Some examples of unsafe performance: unprepared, dangerous, hazardous, risky, unsound, unstable, unreliable, untrustworthy, undependable, or unsure.

2. A drug-dose calculation quiz will be administered on the first day of lab. Items will include calculating divided doses, dosage conversions and intravenous flow rates. A perfect score must be obtained before medications can be administered in the clinical setting. The student will have the opportunity to take two additional quizzes if a perfect score is not obtained on the first try. ANY STUDENT WHO IS UNABLE TO ACHIEVE A SCORE OF 100% IN 3 TRIES WILL FAIL THE COURSE. CALCULATORS ARE ALLOWED FOR THIS EXAMINATION.

3. The student must demonstrate her or his ability to plan and effectively implement plans of care based on accurate patient assessment. Each clinical faculty will determine the use of nursing care worksheets (i.e. weekly write-ups). Students are always required to demonstrate mastery of the information on the worksheet in order to partially meet the clinical requirements for N300.

4. Attendance is expected for all clinical labs unless serious extenuating circumstances exist. Excessive absences may result in failure of the clinical portion of the course. Students will be required to complete a supplemental assignment if it becomes necessary to miss a laboratory experience. Supplemental assignments will be active - that is, observational experiences cannot be used as make up time. Consult your clinical instructor for specific assignments.

5. All students must have a compliance slip before beginning the clinical rotation. Students may attend orientation to the clinical area before obtaining the slip. However, no student may participate in any patient care until compliance has been approved.

6. The San Diego Nursing Service-Education Consortium has adopted a minimum dress code for clinical:
San Diego Nursing Service-Education Consortium
Student Dress Code

Pre-clinical:

1. Picture identification badge with name that meets the guidelines of AB 1439, which amended Chapter 1 of Division 2 of the Business and Professional Code of the State of California. Some facilities require both student and facility badges, or may allow either student or facility.

2. Clean uniform or lab coat over street clothes of knee length or longer. No jeans or visible midriffs. A lab coat must be worn over scrubs.

3. Clean, low-heeled shoes with closed toes. Clogs must have a strap around the heels. No sandals or flip-flops.

4. Jewelry: Only wedding or simple rings and limited to one per hand. No piercings or jewelry/hardware may be evident other than one small stud earring per ear.

5. Hair color must fall within natural occurring shades, be neat, and if long, secured back. Facial hair must be neatly trimmed.

6. Tattoos must be covered at all times.

7. Fingernails must be trimmed short. Light or clear polish without chips is acceptable. No artificial or acrylic nails or components thereof are permitted.

8. Make up is to be worn in moderation.

9. No perfumes or scented lotions.

10. No low necklines.

11. Undergarments cannot be visible through the uniform

Clinical:

Follow all above guidelines with the exception of the lab coat portion of #2. The school uniform is required except as allowed by the facility, e.g., in a Leadership/Management rotation.
Client Safety is the First Criterion in Evaluation of Clinical Performance:

If at any time a student demonstrates behavior jeopardizing client safety or practices nursing in a grossly negligent or incompetent manner, the student will be removed from the clinical setting and be subject to faculty review. This could result in dismissal from the Program.

Success in Clinical:

To prepare students for lifelong learning, clinical laboratory time is structured to be interactive and educationally stimulating. **Students are expected to prepare for clinical by completing assigned reading, reviewing objectives, and completing assigned learning activities before each clinical day.** Use of library, classroom and audiovisual resources is encouraged. The emphasis of Nursing 300 is on the application of the nursing process, nursing interventions, and the use of critical thinking skills when caring for adult and older adult clients with acute and chronic health problems.

Guidelines for Success in your the Medical-Surgical Clinical Experience

1. Students will be responsible for selecting and posting their patient assignments on the nursing units. In all cases, the assignments will be posted at the nursing station on your unit the evening prior to clinical.

2. **In the event that you provide care to more than one patient, only one set of WRITE-UPS on one patient will be submitted for that week.**

3. Students are requested not to bring personal belongings to the unit. Use of your Reference PDA is strongly encouraged.

4. It will be the student’s responsibility to communicate with the R.N. assigned to the patient as soon as possible at the beginning of the clinical day. During this communication, outline for the nursing staff the care you will provide for each patient. The student will communicate with and/or report to that staff person at the end of the clinical day.

5. Students will chart during each clinical experience on all assigned patients as directed by their nursing instructors. This will initially consist of vital signs, physical assessment, intake and output, and activities of daily living documentation.

6. Students will communicate with their clinical instructor in the event they are to perform any procedure such as medication administration, dressing changes, etc., **prior to performing the task.**

7. Students are responsible for following all administrative policies of the hospital. They must report to the hospital on time and follow all established rules and regulations of the hospital.
8. Patient confidentiality must be maintained at all times. No student shall have access to or be able to review a medical record except as it relates to your patient. Discussion, transmission or narration in any form of patient information of a personal or medical nature is forbidden, except as it directly relates to your patient. No patient name will be used on care plans or reference material prepared by the student. The patient will be identified by initials and/or room number only.

9. Students will arrange their own transportation to the hospital. Students may not transport patients, and they may accompany patients off hospital grounds only with the approval of the clinical instructor and charge nurse.

10. Students are responsible for maintaining current Health/BCLS/Malpractice requirements. Any student whose records are not current will be prohibited from attending clinical laboratory and will be required to complete alternative assignments.
CLINICAL OBJECTIVES:

With the basic nursing fundamental and assessment skills attained in the first semester of your Nursing Program, you are expected to continue your nursing journey from Novice to Expert. Since it is impossible in the clinical setting to provide patients with the exact disease processes that we are covering in class for that specific week, the clinical objectives must be more generic.

Generic Objectives:

1. By the end of the semester you will be able to provide total care to a minimum of 2 patients of moderate difficulty. **3 patients should be your goal.**
2. Demonstrate therapeutic communication skills with culturally diverse patients, families, peers, and members of the health care team.
3. Accurately identify, record, report, and prioritize subjective and objective patient data.
4. Discuss risk assessments.
5. Identify patient’s adaptation and problem-solving abilities.
6. Perform skill competency with invasive and non-invasive clinical tasks.
7. Review clinical case studies in post conference that reinforce and expand the knowledge learned in the theoretical and clinical settings for that week.

Specific Objectives:

1. Provide care for a patient with respiratory, cardiovascular, hematologic, neurological, sensory perceptual, endocrine, metabolic, urinary, gastrointestinal, hepatobiliary, and musculoskeletal disorders.
2. Develop and list common nursing diagnoses associated with common respiratory, cardiovascular, hematologic, neurological, sensory perceptual, endocrine, metabolic, urinary, gastrointestinal, hepatobiliary, and musculoskeletal disorders.
3. Identify the guidelines of care for a patient with a respiratory, cardiovascular, hematologic, neurological, sensory perceptual, endocrine, metabolic, urinary, gastrointestinal, hepatobiliary, and/or musculoskeletal disorders.
4. Develop a collaborative plan of care, including pharmacologic agents and nutritional plan, for a patient with a respiratory, cardiovascular, hematologic, neurological, sensory perceptual, endocrine, metabolic, urinary, gastrointestinal, hepatobiliary, and musculoskeletal disorders.
5. Prioritize nursing care for the specific patient assignment you have.
6. Learn, ask questions, practice safely, and most of all have fun!
Guidelines for Clinical Preparation:

Throughout the clinical experience, students will be caring for a variety of patients in various areas in the acute care hospital setting. Students will be expected to prepare for each assigned patient situation. This preparation must be done independently during the day or evening prior to the clinical laboratory. This preparation must be in sufficient depth to insure safe and effective care of the patient including basic information on patient care (i.e. diet, activity, treatments, etc.).

It is the student’s responsibility to prepare prior to each clinical experience. In the event that the student demonstrates inadequate preparation, the instructor may ask her/him to leave the clinical area. This will be counted as an absent clinical day and alternative assignments may be required to make up the work.

The student should be fully prepared to discuss each of the following as they relate to all assigned patients:

1. Medical diagnosis(es)
2. Patient’s medical history
3. Pertinent anatomy and physiology
4. Pathophysiology as related to your patient
5. Diagnostic tests, their results, and implications for patient care
6. Medical and surgical treatment, i.e., current doctor’s orders including medications
7. 1-2 initial nursing diagnoses with rationale
8. Interventions, including the outcomes you have established for the patient.
9. Health teaching
10. Rehabilitative measures and/or discharge plans
11. Assessment priorities

Please review appropriate skills before clinical laboratory. The student will be expected to come to clinical laboratory area with a tentative plan of care.
WRITE-UPS:

A set of WRITE-UPS including patient care information, physical assessment data, and priority nursing diagnosis list will be submitted to the clinical instructor until competency is achieved (a minimum of 2 WRITE-UPS are required not including the fictional patient Mr. Belong). The due dates for your WRITE-UPS will be determined by your specific clinical instructor. The format for the WRITE-UPS can be found under the course documents on the Blackboard site or may be provided by your specific clinical instructor. WRITE-UPS are worth (10% of the course grade). The WRITE-UPS will be graded as follows:

NOTE: Please note that each clinical instructor may stress certain aspects of the WRITE-UPS more than other instructors. Since there is a learning curve in determining the expectations of your clinical instructor in regards to the grading of the weekly write-ups, your first submitted set of WRITE-UPS will not count towards your WRITE-UPS grade. Overall, it is important for you to meet the expectations of YOUR clinical instructor.

Grading Rubric for Write-Up

15 total points

Section 1: Worksheet:

5 points.

Rationale for Worksheet section: Did the student put in the requisite background work necessary to take care of their patient(s) for that shift. This section speaks to your student’s preparation.

Each subsection will be evaluated on the following criteria (completeness, accuracy, and quality of responses).

- a. History/Patho 1.25 points
- b. Diagnostic/Laboratory test results 1.25 points
- c. Treatments 1.25 points
- d. Current medication 1.25 points

Section 2: Assessment Priority:

5 points

Rationale for Assessment Priority: Your student has done all the necessary background research on their patient (i.e., meds, labs, chief complaint, and current and past medical history), the question now is can they use this knowledge to effectively assess their patient. This begins with their physical assessment. Can they explain what parts of their initial physical assessment are most important for their patient (and more importantly tell you why this is the case). Further, can they identify the major manifestations and the major manifestations of the most likely complications related to their patient’s condition(s). Finally, can they integrate into their discussion the pertinent laboratory results and medications that patient may be taking.

Overall, this section gives us insight into whether the students are making the necessary connections to become a strong nurse. I believe there are many ways for the students to complete this section.
1. They can make headings for each pertinent system like those used in the boxes. If they use “system headings”, I want to make sure they clearly prioritize them in a logical manner.
2. For those of you who like concept maps you could have your students organize their discussion in this type of format.
3. Also your students can simply write a narrative without the use of any system headings.

This section should be evaluated using the following criteria:

a. Does their prioritization logically flow from information presented in their worksheet (section 1 above). 
   1 point
b. Are the major clinical manifestations for their underlying condition identified and logically prioritized. 
   1.5 points
c. Are the manifestations of the most likely complications related to the patient’s underlying condition(s) identified and logically prioritized. 
   1.5 points
d. Have they identified and integrated the pertinent laboratory results and medications related to the patient’s condition into this discussion. 
   1 point

Section 3: Plan of Care: 

Rationale for Plan of Care: Sections one and two focus on collecting the necessary background and assessment information necessary to care for their patients. This final section explores your student’s ability to identify and develop plans of care based on the information they worked for in sections 1 and 2.

The points will be awarded based on the following criteria

a. Produce a comprehensive list of possible nursing diagnoses for your patient in order of priority. For the top 3 nursing diagnoses develop a plan of care including rationales. In addition for 2 psychosocial/teaching nursing diagnoses develop a plan of care with stated rationale. 
   1 point
b. Do the nursing diagnoses and their prioritization make sense and flow logically from the information and assessments found in sections 1 and 2? 
   1 point
c. Are the outcomes for the two priority nursing diagnoses realistic (i.e., are they measurable and can they be evaluated at the end of shift)? 
   1 point
d. Are there 3 evidence based nursing interventions listed for each nursing diagnoses? And were sources for the interventions cited? 
   1 point
e. Was the plan of care evaluated? If the outcomes were not met was the plan of care modified accordingly? 
   1 point
Case Studies

Case studies may be used by your clinical instructors to help develop critical thinking skills. The case studies also offer the students the chance to be exposed to the care of patients and disease processes that they may not have the opportunity to experience during their clinical rotation.

Simulation Lab

One of your clinical days this semester will take place in the Sharp Simulation Lab. The date for your specific clinical section along with the specific case that will be covered in the simulation lab can be found on the first page of this syllabus. The simulation lab days begin promptly at 8AM. Further, the relevant information needed to prepare for the simulation case studies can be found under the assignment tab on the course Blackboard site.

Note: Preparation for the simulation lab is mandatory. Each student must work up and hand in to their clinical instructors the answers to the “Questions to Prepare for the Simulated Experience” prior to the start of the clinical experience. The Questions can be found in the PDF for the specific case that your lab section will be exploring that week. Students not prepared may be asked to leave the simulation. In addition you will need to answer the following questions:

1. What are the assessment priorities for this patient? (what areas of your assessment are the most important for this patient-provide your rationale)

2. Provide 2 priority nursing diagnoses with interventions and rationales

3. Prepare medications and laboratory worksheet based on the provider’s orders (can be done in SimChart).
Clinical Preparedness & Professionalism

Clinical preparedness and professionalism accounts for 12.5% of your overall course grade. Your clinical instructors will assign this grade based on the following over the semester:

1. observed interactions with your patient
2. observed interactions with facility staff (nurses, technical partners, MDs, etc.) – examples of interactions include did you clearly communicate what you would be providing for your patient during the day, did you give report to your patient’s assigned RN before leaving, did you organize effective coverage for your patient to cover your breaks/lunch period.
3. technical skills – were you prepared to provide the appropriate nursing care for your patient (i.e. foley’s, IV’s, injections, medication administration, etc.)
4. preparedness in the clinical setting and simulation lab (were you prepared to take care of the patients you were assigned and able to answer your instructors questions concerning the care of your patient)
5. handing in assignments on time
6. attendance/tardiness (if you were absent did you notify your instructor in timely manner - provide a doctor’s note if warranted, were you on time for your clinical rotations, etc)
7. were you dressed professionally for pre-lab and your clinical rotation per the guidelines.
8. Did you practice Safely (i.e., ask for help when unsure of how to proceed and most importantly follow the policy and procedures of the facility you worked for)
9. Did you handle criticism/constructive feedback from your instructor and interact with them in a professional manner.
10. Did you honor the confidentiality of your patients

NOTE: Each of the 10 bullet points is worth 1 point in the calculation of your final grade. Everyone will start the semester with a 10/10. Example of point deductions: If you are late for clinical one day you will lose 0.2 points from bullet point 6: attendance/tardiness. Once you lose the full complement of points from a certain bullet point you will not lose further points. Please note professionalism offenses (such as patient safety violations or repeated offenses) that are viewed as major/severe by your instructor may result in the loss of more than the 0.2 points deducted for minor offenses. The total point loss for these major offenses will be left to the discretion of your clinical instructor and MAY result in a significant loss of points.
IMPORTANT!

Clinical Absences
Each student is required to achieve 225 clinical hours during the semester. Therefore all clinical absences will result in the student having to make up the time missed. NOTE: Make-up assignments will be assigned by your clinical instructors and may involve case studies or a paper. Further, a second missed clinical day will result in the student being put on a learning contract due to their absences indicating that any future absences may result in failure of the course.

Please note attendance in clinical is not optional and that absences are taken seriously. However, please note that if you are truly sick please stay home because coming in sick may jeopardize the health or safety of your patients and classmates. Just make sure that you contact your instructor in a timely manner if you will be missing your clinical rotation for any reason.