**MOLLOY COLLEGE**

**DIVISION OF NURSING**

**Course Syllabus: NUR 299**

# Humanistic Nursing Care of Adults I

**NUR 299- Spring 2014**

**FACULTY:**

**Section A1 and A2**

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**NUR 299: *Humanistic Nursing Care of Adults I***

This Level II theory and clinical course focuses on the professional nurse’s role in the care of adults across the lifespan in the acute care setting. The three (3) hour theory component will explorehumanistic nursing practice for clients experiencing more commonly encountered acute and chronic health care problems. The three (3) credit clinical component will be conducted two (2) days/week for a total of 117 hours/semester. The clinical experience will focus on the application of the nursing process as related to the biological, psychological, spiritual, and socio-cultural needs of the adult client/family with acute and chronic health care needs. Nursing implications of genetics/genomics discusses as it relates to relevant acute and chronic illnesses. (Offered Fall, Spring) **6 Credits** Pre-Requisites: All science courses, NUR 129, 139, 209, 229, 239; PSY 111; BIO 247 SOC 101/166. Pre or Co-Requisite: NUR 259, 289

**COURSE OBJECTIVES**

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

 1. Discuss the impact of diverse spiritual and cultural values in the delivery of care to adults with commonly occurring health issues.

 2. Apply knowledge from the humanities, sciences, and nursing in critical thinking and decision-making in nursing practice.

 3. Employ selected communication skills in the classroom and acute care clinical setting.

 4. Incorporate the use of technology through the application of the nursing process.

 5. Apply knowledge of safe practice standards in the planning and delivery of patient care in the acute care setting.

 6. Identify economic, legal, political and ethical issues that affect the delivery of nursing care of adults in the acute care setting.

 7. Demonstrate responsibility and accountability for learning in the provision of nursing care of assigned clients.

 8. Apply beginning leadership skills in the delivery of nursing care as a member of the health care team.

 9. Describe the role of research in the care of the adult client.

10. Explore a variety of learning styles to achieve individual learning needs for professional growth.

**DIVISION POLICY**

All students are expected to comply with the Molloy College Academic Integrity Policy. Review the policy in the *Molloy College Undergraduate or Dual Degree Handbook and Calendar* for the “Statement of Academic Integrity.”

Civility is behavior that is consonant with professional behavior. This behavior shows respect toward another person, makes a person feel valued and contributes to mutual respect, effective communication and team collaboration (Lower, 2012). It is a hallmark of a professional and of those in a pre-professional program. The faculty of the Division of Nursing adheres to the standards of ethical comportment, civility and appropriate behavior identified in the ANA Code of Ethics. That behavior is expected of all students within the division. Division and college wide sanctions may be imposed for those students that do not meet these standards.

Paper and/or oral presentation assignment(s), as identified in specific courses, satisfy the*Molloy College Communicating Across the Curriculum Program*

Disability Inclusion: Students with documented disabilities are requested to meet with the faculty and to contact the Disabilities Support Services Office (DSS/STEEP) at X6381 in Room Casey 11.

*Division wide assessment and enrichment appropriate to course objectives will be assigned by the respective professor. These activities will be used to help the student’s understand their strengths and become aware of areas needing improvement.*

At the discretion of the faculty students that are absent from an exam will have from 5 to 10 points deducted from grade. Students that miss a retake of an exam will receive a zero grade for that test with no opportunity to re-take the exam.

Content Mastery Assessments are scored based on Proficiency Levels. Division of Nursing has identified Proficiency Level 2 as our benchmark. Listed below is a description of each level.

Proficiency Level 3 - indicates a student is likely to exceed NCLEX-RN in this content area. Students are encouraged to engage in continuous focused review to maintain and improve their knowledge of this content.

Proficiency Level 2 - indicates a student is fairly certain to meet NCLEX-RN standards in this content area. Students are encouraged to engage in continuous focused review in order to improve their knowledge of this content.

Proficiency Level 1- indicates a student is likely to just meet NCLEX-RN standards in this content area. Students are encouraged to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.

Below Proficiency Level 1- indicates a need for thorough review of this content area. Students are strongly encouraged to develop and complete an intensive plan for focused review.

**REQUIRED TEXTS**

Textbooks used for all previous courses

Hinkle J., Cheever, K. (2014). *Brunner and Suddarth's Textbook of Medical Surgical Nursing (13th Edition).* Philadelphia: Lippincott, Williams and Wilkins.

Vallerand, A. and Sanoski, C, (2012). *Davis's Drug Guide for Nurses* (*13th edition)* Philadelphia: F.A. Davis.

Course pak

***Recommended Texts***

Laboratory Reference (recommend Fishbach 8th edition or Corbett 7th edition)

# Nursing Care Plan Reference book (recommend) Doenges, M., Moorhouse, M., Geissler-Murr, A. (2006) *Nursing Care Plans: Guidelines for Individualizing Client Care Across the Life Span, 7th edition.* F.A .Davis

**COURSE CONTENT**

 **Concepts related to the Humanistic Nursing Care of Common Health Care**

**Problems of Adults in Acute Care Settings.**

**I.** **Concepts Related to Care of Clients with F&E Imbalances**

1. Fluid- Assessment/Intervention

 2. Electrolytes

 A. Hyper/Hyponatremia

 B. Potassium

 C. Calcium, Phosphorous, Magnesium

 D. Chloride

 E. Serum CO2

**II.** **Concepts Related to Care of Clients with Pain**

1. Acute

2. Chronic (PCA, MS drip)

**III.** **Concepts Related to Care of Clients with Cancer**

1. Rx modalities
2. Chemotherapy
3. Radiation
4. Biologic Response Modifies
5. Common Problems Encountered
6. Immune Suppression
7. Stomatitis
8. GI side effects

3. Venous access devices

4. End of Life Issues (clinical discussion)

**IV. Concepts Related to Care of Clients with Hematologic Disorders**

 1.Interpretation CBC and Nursing Indications

2. Anemia / Blood transfusions

**V. Concepts Related to Care of Clients with Metabolic and Endocrine Problems.**

**Care of Clients with:**

1. Diabetes (Type I & II)

2. Thyroid Dysfunction

3. Parathyroid Dysfunction

**VI. Concepts Related to Care of Clients with Common Respiratory Problems:**

1.Assessment, Diagnostics, ABG

 2. Pneumonia (CAP & nosocomial)

 3. Asthma

 4. COPD

 5. T.B.

**VII. Concepts Related to Care of Clients with Common Cardiovascular Disorders.**

 1. HTN

2. PVD –

A. Arterial & Venous; Medical & Surgical interventions (bypass grafts)

B. Pulmonary emboli

C. Anticoagulation;

D. Arterial & venous ulcers, varicosities.

**VIII. Concepts Related to Care of Clients with Common Neurological Disorders**

1. Review neuro assess/Glasgow coma scale / cognitive-Folstein

2. Diagnostics

 3. Management of Clients with neuro-infectious, auto-immune disorders &

neuropathies.

A. Meningitis

B. Multiple Sclerosis

C. Myasthenia Gravis

D. Guillian-Barre Syndrome

E. Trigeminal Neuralgia

4. Management of clients with degenerative neurological disorders:

 A. Parkinson’s

 B. Huntington’s

 C. Muscular dystrophies

5. Management of Client with Seizure Disorder

 A. Epilepsy

**IX. Concepts Related to Care of Clients with Common Gastrointestinal Disorders**

 1. GERD

 2. Peptic Ulcer Disease

 3. Stomach CA.

 4. Diverticulosis/Diverticulitis

 5. IBD

 6. Colon CA (r/t colostomy/ obstruction)

 7. Biliary

 Cholecystitis, cholelithiasis,

 8.N/G & intestinal decompression, diversional surgeries, ostomy care*)*

**X. Concepts Related to the Care of Clients with Common Skin Disorders**

 1. Infections (bacterial, viral, fungal, parasitic)

 2. Psoriasis

**XI. Concepts Related to the Care of Clients with Common Musculoskeletal Disorders:**

 1. Fractures (casts, traction, ORIF’s)

2. Arthroplasty (2º osteoarthritis vs. RA,stress trauma, for hip, shoulder, knee)

 3. Degenerative Disk disease (Lumbar & cervical)-

 4. Amputation (traumatic vs. 2º PVD).

**XII. Concepts Related to the Care of Clients with Genitourinary Disorders**

1. Upper and Lower Urinary Tract Infection

## COURSE REQUIRMENTS

**Grading Criteria-**

* **3 Exams**

 Exam I Wed. 2/19. 20%

Exam II Mon. 3/24 20%

Exam III Mon. 4/14 20%

Exams are predominantly objective, multiple choice items but may include fill ins and short answer. Exams focus on the **application** of text and classroom content.

Extra credit (a maximum of 6-8 points added to *final exam or up to 2 points added to final grade*) may be offered through completion of ATI assignments as instructed.

* **Comprehensive Final Exam**. Mon 5/5 (tentative) 25%
* **Paper** - (see guidelines below) **due**  Mon. 4/7 15%
* **Clinical Component** (see separate guidelines )P/F

Students must satisfactorily complete the 117 hour clinical component of the course including all written work and attendance at seminars, SIM man demonstrations etc.

Students who do not successfully complete the clinical requirement will fail the course irrespective of test average and must repeat the course in its entirety.

**Paper/Project Requirements- (15% of grade)**

**Due- Monday 4/7 prior to start of class.**

Late papers will be penalized 5 points per

**PART I (60%)**

• Select a partner to complete paper/project. Choose carefully as both students will receive the same grade.

• Review the January 2013 (NOT the 2014 version) Patient Safety Goals established for hospitals by the Joint Commission. (http://www.jointcommission.org/assets/1/18/NPSG\_Chapter\_Jan2013\_HAP.pdf

A highlighted copy is available as a handout on the course site on lion’s den.

• Select one of the highlighted safety goals for your paper/project.

• Employ at least 3 current (< 5 years), peer reviewed, professional journal articles published in the US , to review the knowledge, skills and attitudes (values) required by the professional nurse to effectively implement the selected JCAHO safety standard.

• Develop a 3 page concise paper (excluding title page and reference page) which discusses current recommendations for evidence based practice to assure the safety goal is met.

• Include and cite (APA style) specific practice recommendations from the literature.

• Paper is to be written as a scholarly paper. (appropriate citations, no opinions, editorializing or use of 1st person)

• Paper should synthesize information from a variety of professional, peer reviewed journal articles obtained through a data base such as CINAHL ( at least 3- NO texts, encyclopedias, Merck manual, WebMD , websites, Wikipedia or foreign journals).

• APA format (no abstract needed) is required for citations within the text of the paper and a complete reference list at the conclusion of the paper. See http://www.library.cornell.edu/newhelp/res\_strategy/citing/apa.html#apa

FAILURE TO DOCUMENT SOURCES APPROPRIATELY WILL RESULT IN SUBSTANTIAL PENALTY.

The paper will be graded on Content, Quality of writing/readability, adherence to APA format and scholarly style

• Paper portion of this project must be submitted to turnitin.com prior to submission to faculty. (see instructions)

**PART II (40%)**

• Develop a 1 page( back and front) creative brochure intended for professional nurses which highlights key points and information to support safe practice for the JCAHO safety standard you selected.

• Be creative. Use a color printer, diagrams, pictures, illustrations, charts etc. to make your point.

• Brochure will be graded on content, presentation including attractiveness and creativity.

**See grading martrix (distributed separately**)

Instructions to submit your paper electronically to www.turnitin.com

The class ID# is\_\_\_\_\_\_\_\_\_\_\_\_ and the password is \_\_\_\_\_\_\_\_\_\_\_

To submit your paper:

Register with www.turnitin.com and create an account if you do not already have one. Your user name will be your email address and you will create a password. Please note this information as you will need to use this email and password to access your account.

Once you have logged in, you will click on the tab that says “enroll in a class”. This is where you will put the class ID# and the class password (not your own). Once you are in the class you will see the assignment listed with a “submit” tab underneath.

• If you want to check your own work, you can submit in advance (highly recommend)

• If you want to edit, your resubmission will overwrite the previous one until the DATE and TIME the assignment is due.

Once the due date is reached, the document that is there at that time will be assessed for originality. Also if you submit after the due date and time has passed it will be so noted in turnitin. You will receive a confirmation email once you have submitted.

 **Clinical Skills Requirement** Skill proficiency may be demonstrated in the clinical setting (preferred) or in the clinical lab. Proficiency must be documented on the skills checklist provided (and attached to master skills checklist) by Monday 4/28 prior to class. All skills must be completed. (Pass/Fail i.e failure to complete and submit skill checklist as per instructions will result in an incomplete for the course) Students will be held accountable for these skills in subsequent courses. Signature of lab faculty on checklist only indicates student’s attendance and participation in skill acquisition. It is the student’s responsibility to assure they are competent with assigned skills. Students may complete **no more than 3 skills at a time in the clinical lab**. Students must demonstrate proficiency with the following skills:

Volumetric infusion pumps- administering fluids and meds via piggyback

Access and flushing of Hickman and infusaports

Blood administration equipment

CVL dressing change

Nebulizer for respiratory treatments

 Trach Care and Suction

Pulse Oximetry, Peak flow, Incentive spirometer

O2 Administration – able to identify and correctly set up nasal cannula, venturi masks and high humidity masks

Ostomy Care

JP Drains/Hemovacs

Sterile Wet-Dry Dressings

Accurate withdrawal and Mixing Insulins (NPH and Regular)

Accucheck (may only be done in lab)

Enteral FeedingTubes and Gastric/Intestinal Tubes/

Med administration via enteral tube.

## CLASS POLICIES

**Cell phones:** Please turn off cell phones or put them in courtesy mode during class. Texting during class may be distracting to peers and faculty and is not permitted**.**

**Attendance:** Students are expected to be present at all classes and exams and are responsible for all content or announcements made during class hours. If a student must be absent for an exam faculty must be notified in advance. **Test absences are subject to a penalty on the makeup exam**. Makeup exams may only be taken on dates scheduled by the Undergraduate Nursing Program Director’s office.

**Lateness:** Students are expected to arrive on time for class. Late arrival after lectures has started is distracting to faculty and peers. Students who arrive late may be excluded from class until faculty determines their entry would not be disruptive.

**Withdrawal policy:** Students may withdraw from the course with a grade of “W” at any time prior to Exam II. Withdrawals after exam II will be given “W” if the student has a passing average or a “W/F” if the student has a failing test average.

**Drug Calculation Proficiency:** Students must demonstrate proficiency with drug calculation on an ongoing basis. Approximately 10% of exams will consist of drug calculation questions. See handbook

**Communication-** Messages, updates about course, additional handouts, etc will be posted or e-mailed via Molloy Lion’s den. Check often**.**

**Student Progress:** There is an enormous amount of material to be covered in this course which builds upon previous and co-requisite knowledge (Patho and Pharm in particular). Students should review related material as appropriate to enhance their understanding of the topics covered in the course. Lectures will focus primarily on assessment and intervention for specific disease states. The text books are not reiterated and we strongly urge that you maximize use of the textbook and related web sites. Keep up with the reading and related assignments and review class notes on a weekly basis. **DO NOT FALL BEHIND!**  Be an active participant in your learning-ask questions, clarify, seek clinical applications and make an appointment to see me when help is needed. **Any student who does not pass** **an exam should make an appointment to see faculty ASAP after the exam.**

**Final Grades- The** final course grade is arrived at via computer calculationand is not subject to change. An 89.8 is a B+ and will not be altered to an A- ; similarly a 76.5 is a C and will not be changed to a C+. Each point on the final grade is equivalent to 5 points on any given exam (5 points on exam x 20 % value of test = 1 point of final grade). Thus if a student fails the course with a 76 average- it would have taken 5 more points on any given test to have achieved a 77 average. In other words no one fails by “just 1 point”. Extra credit opportunities are available for every test and no additional extra credit will be offered.

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MOLLOY COLLEGE

DIVISION OF NURSING

N 299 A1 and A2 Professor M. Cuff Plante

N 299 C Professor K. Melore Spring 2014

**COURSE SCHEDULE AND READING/MEDIA ASSIGNMENTS**

***Please note- Schedule, including test dates, is subject to change pending course progress.***

 **Date CONTENT AREA READING/MEDIA ASSIGNMENTS**

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Mon. 1/20 MLK Holiday- No class

**WED 1/22**. Course Introduction/Requirements **Text** **Brunner and Suddarth** **Ch. 12 p 212-**

 Concepts in Pain Management **236 Ch. 16 p. 358-**60

**ATI-** Skills Module: Pain Management

***TUES 1/28, THURS. 1/30 OR FRI. 1/31 AS ASSIGNED- CLINICAL ORIENTATION 8AM-1PM SUFFOLK CAMPUS***

Mon. 1/27 Care of Adult Clients with Fluid and Electrolyte **Text- Brunner & Suddarth Ch. 13 p 237-**

 Disorders **284. / Course pak**

**LWW the POINT Access TBA**

Clin Sim Tutorial: Fluids and Electrolytes; Watch & Learn Assess PICC

**Skills**- IV Rx, LWW ”Watch and Learn” IV Rx.

 **ATI**- Skills Module: IV Therapy

Mon. 2/3 Care of Adult Clients with Fluid and Elec.( cont.) **Text-** Ch13 p 237- 284

 Acid/Base Disorders Course pak- Handouts/case studies

Mon 2/10 Care of Adult Clients with Respiratory Disorders Ch. 20 Review p 461—480; read p.481-492

Ch. 21-p. 493-504; Ch. 22 review p 538-556; Ch. 23 p 569-591; Ch. 24 p. 618-650

 Course pak

**LWW**: The Point-\*\*\* access TBA

Concepts in Action & “Watch & Learn” Asthma:

 Clin Sim Case Study: Adult Asthma,

 Watch & Learn: Trach Care; Practice & Learn: O2 delivery

**ATI-**Real Life RN Medical Surgical*:* COPD; Skills Module: Oxygen Therapy; Learning Systems Practice Test: Respiratory.

 **Skills**- O2 Delivery Systems ,Nebulizers, NT suctioning, Resp & AFB Isolation, Trach care

**Mon 2/17 Holiday- No Class**

**WED. 2/19 EXAM I**  / Respiratory (cont.)

 Mon.2/24 Care of Adults with Malignancies **Text**- **Ch 15 p310-336, 339-369; Ch 16 p.**

 **373-397 ; Ch 36 p. 994-996**

**Skills**- Infusaports, Hickman catheters, Chemotherapy Administration &

Management, Protective/Neutropenic Precautions

**LWW** the point: Watch & Learn Access Port

**ATI**- Skills Module: Central Venous Access Devices. Learning System RN- Practice Test: Oncology

Mon. 3/3 Malignancies (cont.)/ Anemia **Text- Ch. 32 p. 875-898; Ch. 33p. 899-909,**

 **916-923,**

**Skills**- Blood Transfusion, Pall filter,  **LWW**- Concepts: Hemostasis

**ATI**- Skills Module: Blood Administration

 Mon 3/10 Care of adults with Endocrine Disorders **Text-** **Ch. 51 p. 1416-1460, Ch. 52 p 1470-**

 Diabetes, Thyroid, Parathyroid  **1494**

 **LWW** Clin Sim Case Studies: Hyperglycemic Crisis, Concepts in Action: Diabetes; Hormonal Control of Glucose

 **Skills**- Insulin administration, mixing insulin, accuchecks, calculating insulin drips

**ATI-**Skills Module: Diabetes Management. Learning System RN- Practice Test Endocrine

Mon 3/17 **SPRING BREAK**- no class

Mon. 3/24 **EXAM II**

Care of adults with HTN (self study) and Text-   **Ch., 31  p. 861-874; Ch. 30** Peripheral Vascular Disorders **p. 823—838, 845-855, Ch.23.**   **p. 600-604, Ch. 33 p. 936-938**

LWW: Clin Sim Case Study: Diabetic HTN

Skills : Doppler

Mon. 3/31 Care of Adult Clients with Altered Nutrition & **Text** - **Review** Ch 44 p 1196-1212; and

 EliminationCh 45 p 1214- 123.**Read** **Ch. 47. p. 1261-1271, 1278-1282; Ch48 p. 1285-1328**

**LWW –** Watch & Learn: Abd Assess;

 Practice & Learn: Enteral Fdgs;

Watch & Learn Ostomy change

 **Skills**- TPN, NG, G, J & intestinal tubes, JP drains, Ostomy care

**ATI-**Skills Modules: Enteral Tube Feedings, Nasogastric Intubation, Ostomy Care; Real Life RN Medical Surgical: GI Bleed

Mon 4/7 GI (cont.)

Care of Adults with Musculoskeletal Disorders **Text-** Review Ch. 40; **Ch. 41 p1103—1130; Ch. 42 p.1132-35, p 1141-1145, p.1147-1151, Ch. 43 p 1162-1166, 1173-1182, 1185-1192.**

 Mon. 4/14 **EXAM III**

Care of Adults with Neurological Disorders Review Ch. 65 p.1909—27;  **Ch. 65 p. 1928-34; Ch. 66 p. 1935-1944: p. 1959-1966; Ch. 69 p.2026-2029, 2033-2047p. 2073-2079**

**Mon 4/21 Easter Break**

Mon. 4/28 Neuro (cont)

Self-study Care of Clients with Common Skin Disorders Review Ch. 60; **Ch. 61p. 1768-74, 1784-87**

 **ATI**- Skills Module: Wound Management

Urinary Tract Infection **Ch. 55 p 1574-1591**

**ATI**- Real Life Medical Surgical: UrinaryTract Infection

Mon 5/5 Final (tentative)