



Course:	57-705-350 ABS Complex Health and Illness in Adult Populations Theory
Semester Credit	3 credits
Lecture Hours:	Tuesdays 8:00am-10:50am 11:10am-12:10 (recitation)
Location:	TBA
Faculty:	Margaret Avallone DNP, RN, CCRN-K, CNE Margaret.avallone@rutgers.edu Office: NSB room 331 Office hours Tuesdays 12:15-2pm and Thursday 12:15-2pm
Lab Support:	Davina Soerensson DNP, RN Penny Smith MSN, RN Nancy Hill MSN, RN
Course assistant:	Rowena Ripa MSN, RN, CCRN
Pre-Requisites:	57:705:318/320 Health and Illness in Adult Populations Theory/Lab 57-705-321 Pharmacology 57-705-421 Research in Nursing 57-705-466/467 Psychiatric Mental Health Theory/Lab
Co-Requisite:	57:705:351: ABS Complex Health and Illness in Adult Populations Lab

**Course Description:** This course targets development of clinical reasoning and judgment, therapeutic nursing interventions and problem-solving strategies for care of adults with acute and/or complex health needs. Building on the Health and Illness in Adult Populations, a system approach is used to analyze and intervene in alterations to the health of the individual and family. Effects of complex illnesses are examined in relation to individuals' developmental stage, culture, gender, and genetic/genomic considerations. Emphasis is placed on patient safety, quality measures, and interprofessional aspects of care across multiple care settings. The co-requisite clinical course allows the student the opportunity to apply theoretical concepts to clinical practice in adult populations in a variety of healthcare settings.

**Course Objectives:** (AACN Essentials of Baccalaureate Education are noted in parentheses)

At the completion of Complex Health and Illness in Adult Populations, the student will be able to:

1. Apply the nursing process in the management of complex conditions in adult populations across the continuum of care (III-2, IV-1, IV-2, IV-4, VII-5, VII-11, IX-5, IX-7, IX-8, IX-9)
2. Identify expected physical, cognitive, and psychosocial changes related to stages of development and modify approaches to care, especially in vulnerable adult populations,

- including frail older adults. (V-6, V-9, VI-12, VII-3, VIII-9, IX-18)
3. Synthesize applicable nursing and non-nursing theories and concepts from liberal education to build an understanding of the human experience. ( I-1, I-2, I-3, I-5, VIII-5, IX-3)
  4. Integrate evidence-based practice principles in the management of complex conditions in adult populations. (III-6, VI-2, VII-7, IX-1)
  5. Utilize critical thinking skills in the management of complex conditions in adult populations. (III-6, IX-13, IX-14, IX-15, IX-19)
  6. Utilize a system approach to promote a culture of safety and caring for clients from diverse populations. (I-5, II-5, II-6, II-7, IX-4, IX-12)
  7. Provide high quality and safe patient care as a member of the interprofessional team. (II-2, II-8, II-9, III-3, V-4, V-5, VI-2, IX-4)
  8. Apply ethical and legal principles impacting health care for adults including informed consent, diminished autonomy, individual freedom of choice, and confidentiality in complex cases. (II-11, II-12, IV-8, VI-8, VIII-10, VIII-12)
  9. Implement client and family-centered care around resolution of end-of-life and palliative care issues. (IX-5, IX-6, IX-16, IX-21)
  10. Integrate teaching and learning principles to provide health promotion education to clients and families with acute and complex health care needs.
  11. Demonstrate responsibility for own learning at levels consistent with student nurses' role and professional expectations.

#### **Required Titles:**

Hinkle, J. and Cheever, K. (2016). *Lippincott CoursePointPlus for Brunner & Suddarth's Textbook of Medical-Surgical Nursing*, (Edition 14). Lippincott, Philadelphia: Wilkins and Williams. ISBN: [9781469887128](#). (with PREP- U and VSim). (This is an e-book).

Content Mastery Series review module: RN Adult Medical Surgical Nursing. ATI Nursing Education, 2016.

Content Mastery Series review module: RN Pharmacology ATI Nursing Education, 2016.

#### **Recommended Texts/resources:**

Silvestri (2017) Saunders Comprehensive Review for the NCLEX-RN Examination | Edition: 7.  
Elsevier 9780323358514 **with online access code**

Any Nursing Drug Reference Book or app (online drug book included in CoursePoint+ Package).  
Davis Drug guide (Unbound Medicine) is also recommended.

**Methods of instruction:** This course will be taught using multiple formats including classroom lecture and discussion, audiovisual media, web-based learning resources including web-based simulation, case studies, class reflection exercises, cooperative exercises, education gaming, and required readings.

#### **Canvas Assistance:**

Students who have technical difficulties with the online aspect of this course should contact the help desk. Phone: 877-778-8437 (24 hours a day, 7 days a week) / Email: [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu).

**Lippincott Course point: Lippincott CoursePoint+ for Hinkle & Cheever: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Fourteenth Edition class: Fall 19 Complex Health Illness- (ABS Tuesday)**

Your CLASS CODE is: **EE6C6DED**

(This is your code for Prep-U and VSim for fall. You must enroll in this course to receive credit for your VSim and prep-U assignments). If you have completed VSims in prior courses, your work will move over into this new course once you enroll in : **EE6C6DED**. See "Directions for enrollment-Lippincott Course Point" on Canvas course shell.

**ATI Support:** Students should contact ATI support with technical difficulties or questions regarding any ATI products. [atitesting.com](http://atitesting.com)

### **Course Requirements:**

1. *Students are required to attend all scheduled classes.* Students are to notify the Professor via email prior to missing any class.
2. Assigned readings are to be completed prior to the scheduled lecture. Professor reserves the right to add additional readings during the semester.
3. All tests will utilize Exam soft, a computer-based resource. Therefore, **ALL** students must have access to a laptop for all tests administered in this class. Please review the "*Laptop Requirements*" posted on the School of Nursing | Camden website under the student tab.
4. A grade of **C+** or above in 57:705:350 is required for progression as well as a satisfactory grade in the clinical component course is PA (705:351)\*\*  
 \*\*If a student receives a grader of less than **C+** in the course (705:350), he/she will receive "no credit" (NC) for the clinical component course (705:351) regardless of their performance in the clinical setting.  
 \*\*Likewise, if a student receives an unsatisfactory grade in the clinical course (705:351), he/she will receive "no credit" for the course (705:350) regardless of their performance in the classroom setting.  
 \*\*If a student earns a grade of less than a **C+** in either 705:350 or NC in 351, he/she will have to retake both courses simultaneously.
5. Students enrolled in this course are expected to check their Rutgers email accounts and log on to the Canvas online course shell every 24-48 hours to check for updates, announcements, and to access course materials.

### **Disclaimer:**

The course faculty reserve the right to revise assignments or change due dates during the course semester.

### **Exam Policy**

Students must notify the course faculty *prior to the start of exam* if an exam cannot be taken because of urgent health issues. Students must make arrangements within 24 hours of the original exam date with the course faculty to take a make-up exam. Students who do not make these arrangements within the 24 hours or who do not take the make-up exam at the agreed upon time, will receive a zero (0) as a grade for the exam. Make-up exam format will be in an alternate format. *The make- up exam must be taken prior to the next scheduled class unless there are extenuating circumstances and student has provided appropriate documentation of absence such as a health care provider's note.*

Students are responsible for reviewing the policies regarding Test Time Allotment as described in the Rutgers School of Nursing – Camden, Student Handbook  
<http://nursing.camden.rutgers.edu/current-students/school-nursing-student-handbook> .

**Exam group reviews following exams:** May be held depending on available time resources for the course. In addition to attending the group review, an individual appointment is encouraged for students who score below 80% on any exam following the group review. Appointments can be made with the course faculty or course assistant within the time period between exams/quizzes. Exams, once review session is complete, cannot be reviewed. Students must comply with security measures (Exam procedures) during group exam reviews.

#### **Exam Procedures:**

1. All backpacks, purses, cell phones, pagers, hand-held computers, or other electronic devices are to be placed at the front or back of the classroom.
2. All student-owned electronic devices must be turned OFF.
3. Only pencils and simple four-function calculators are permitted during examinations.
4. Students will be assigned to seats for each examination.
5. Cell phones will be collected prior to the start of the exam.
6. There is no talking once the examination begins. No questions will be answered during the exam.
7. Students may not leave their seats during testing for any reason.
8. Any testing materials, tests, scrap paper, etc., used for the exam may not be removed from the testing room. Students must sign all papers and submit with the exam.
9. When the student completes the examination, he/she should show faculty the “green” screen, come to the front of the testing room to submit scrap paper, collect his/her belongings and quietly exit the room.
10. All students must arrive at least ten minutes prior to exam start time in order to log into Exam Soft. Exams will start promptly. *Additional time will not be given to complete exam/quiz due to late arrival.*
11. Students who leave the testing room relinquish their right to resume the examination.
12. Please read the university policy regarding Academic Integrity:  
<http://teachx.rutgers.edu/integrity/>.
13. During testing, there will be **NO BACKWARD NAVIGATION** permitted. This is in keeping with the NCLEX- RN examination procedures.

#### **Medication Calculation Testing Policies:**

The ability to accurately calculate medication dosages and administration rates is one of many important skills for the nursing student to master prior to graduation. In order to support the student's development of this skill, pre-licensure students must demonstrate competency in medication calculation skills throughout the program.

#### **Clinical Policies:**

Failure to successfully meet all clinical objectives for the course is cause for clinical failure. Rutgers School of Nursing – Camden, Student Handbook <http://nursing.camden.rutgers.edu/current-students/school-nursing-student-handbook>

#### **Professional Conduct:**

It is an expectation that students will conduct themselves in a professional manner in class. Students are entitled to receive instruction free from interference by other class members. Interference is defined as side conversations, lateness, walking out and in the room while class is in session, etc. Students are asked not to talk with other classmates while the instructor or another student is speaking. Announcements will be made promptly at the start of class and will not be repeated for late arrivals. Students who are late need to obtain this information from other classmates. Again, this is the student's responsibility.

To ensure an environment that is conducive to learning, all cell phones and electronic communication devices (i.e. I-pods, I-pads, etc.) must be placed on quiet or vibration status before

lecture. When class is in session, the use of Instant Messenger type communication systems, playing games, and watching video clips on laptop computers, and text messaging on cell phones is prohibited.

**Course Materials:** Lecture handouts and other learning materials are the intellectual property of the course professors and are not to be posted or otherwise distributed without prior written permission. If information from course material is used in student assignments or other professional endeavors, it must be properly cited.

**Disclaimer:**

The course faculty reserve the right to revise assignments or change due dates during the course semester.

**Evaluation Criteria:**

The course faculty determines satisfactory and unsatisfactory levels of participation in online activities (e.g. ATI, VSIM etc.). Non-participation or unsatisfactory participation in the required online activities may result in a course grade of "F."

All graded assignments are expected to be the sole work of each student unless the faculty state otherwise. Students are required to follow University Policy prohibiting plagiarism and academic fraud as described here: <http://academicintegrity.rutgers.edu/integrity.shtml>

Evaluation Methods	% of Grade	Date/comments
Exam I	22 %	9/24
Exam II	22 %	10/15
Exam III	22 %	11/12
Final	20 %	Finals week TBD
Critical care medication math calculation quiz	4 %	10/8
ATI assessments:  ATI MedSurg practice exam A and B ATI Pharmacology practice A ATI MedSurg Proctored Assessment ATI focused remediation for all med surg practice and proctored exams.	10 %	See: Special notice #1 below. *Must complete exams and all remediation to receive points for exam performance.  ATI proctored assessment:
Lippincott-ThePoint Prep-U question collections as assigned VSIM Med Surg as assigned  Additional ATI assignments; <ul style="list-style-type: none"> <li>ATI Learning system 3.0 topical questions per syllabus.</li> <li>ATI Skills modules and posttest. Must achieve posttest score of 85%</li> <li>ATI Pharm Made easy- cardiac module- must score 85% posttest.</li> </ul>	PA/NC	Prep U assignments by due date in the Point VSIM Med Surg as assigned by the due dates assigned. Must achieve 85% on post-test.  Special notice #2 below: Must complete ALL ATI and VSIM assignments per syllabus due dates for 2%. (All or nothing).
NDNQI Pressure Injury- modules 1-4 <a href="https://members.nursingquality.org/NDNQIPressureUlcerTraining/">https://members.nursingquality.org/NDNQIPressureUlcerTraining/</a>	PA/NC	Certificates of completion for all 4 modules must be uploaded to canvas by date specified in syllabus.

### Assignments with Rationales:

**VSIM Assignments-** Provides integrated virtual simulation and evidence-based resources to improve student competence, confidence, and success in transitioning to practice. **VSIM** simulates real nursing scenarios for medical-surgical patients, allowing students to interact with virtual patients in a safe, online environment.

**ATI-** ATI testing provides the student with a realistic NCLEX test experience. Both of the practice tests provide feedback to the student so that the student can use the feedback in order to remediate areas of weakness. The final ATI proctored test offers the student insight into how successful they may be in passing the NCLEX. ATI resources (ATI Learning systems 3.0, Pharm Made Easy, and Skills modules), support the mastery of necessary knowledge for the adult health specialty.

**Lippincott Prep-U-** provides the learner practice with NCLEX-style multiple choice questions. The learner can help evaluate understanding and application of textbook concepts.

**Final theory course grades** are calculated strictly using the above weighted criteria. *There is no rounding of exam grades or final grades.* There are **NO** opportunities for students to re-take exams, quizzes, or other graded assignments in order to improve / increase their grade in this course.

**SPECIAL NOTICE #1:** Students in the *Complex Health and Illness in Adult Population* Course are required to complete the Practice and Proctored ATI assessments as scheduled. The course professors retain the right to change these dates should such a change be necessary. The Medical Surgical and Pharmacology Assessments will be graded as 10% of the final grade. Points will be earned for the remediation the student completes following each of 3 practice assessment, remediation following the Proctored assessment, and points awarded based on Proctored test results. Points are awarded “all or nothing”. **If remediation is not complete as specified, the student will earn a 0% for the ATI grade. (See below).**

### ATI Evaluation Criteria:

<p><b>ATI Med Surg Practice A: Complete assessment and remediate.</b> Remediation: <i>minimum 1 hour focused review on <b>initial attempt</b> and completion of post remediation quizzing. (Upload remediation transcript to canvas). For each topic missed, complete an ALT and/or identify three critical points to remember. Due dates on syllabus. (1 point).</i></p>
<p><b>ATI Med Surg Practice B: Complete assessment and remediate.</b> Remediation: <i>minimum 1 hour focused review on <b>initial attempt</b> and post remediation quizzing. (Upload remediation transcript). For each topic missed, complete an ALT and/or identify three critical points to remember. Due dates on syllabus. (1 point).</i></p>
<p><b>ATI Pharmacology ATI Practice A: Complete assessment and remediate.</b> Remediation: <i>minimum 1 hour focused review on <b>initial attempt</b> and post remediation quizzing. (Upload remediation transcript to canvas). For each topic missed, complete an ALT and/or identify three critical points to remember. Due dates on syllabus. (1 point).</i></p>
<p><b>Standardized ATI med surg proctored assessment: Based on proctored score, students will earn the following: *</b></p> <p><b>Level 3</b> = (Cut scores 81.1-100%) 8 points + 4 points for remediation = (12 points=100%)</p> <p><b>Level 2</b> = (Cut scores 68.9-80%) 5 points + 4 points for remediation = (9 points=85%)</p> <p><b>Level 1</b> = (Cut scores 56.7-67.8%) 2 points + 4 points for remediation = (6 points=70%)</p> <p><b>Below level 1</b> = (Cut score less than 56.7%) 0 points + 4 points for remediation = (4 points = 65%).</p> <p><i>Incomplete and/or late remediation will be scored as 0% regardless of score and will receive an incomplete for the course until remediation completed.</i></p> <p><b>Remediation based on Level of proctored assessment: (1 point)</b></p> <p><b>Level 3-</b> minimum 1 hour focused review and complete ALT or 3 critical points for each topic missed.</p>



**Level 2-** minimum 2 hours focused review and complete ALT or 3 critical points for each topic missed.  
**Level 1** or below- minimum 4 hours focused review and complete ALT or 3 critical points for each topic missed

**Benchmark:** Student are expected to reach a **minimum** of level 2 (>68.9%). If Level 2 not reached on first attempt, Student is required to submit remediation as outlined and **retest**. *Following retest, student must complete all remediation for proctored retest prior to final grade submission. If any remediation requirement is incomplete, student may receive a 0 for the ATI grade and incomplete for the course grade.*

**SPECIAL NOTICE #2:** All Prep-U, ATI learning 3.0 quizzes, skills modules and post-tests, ATI Pharm made easy, and VSIMs must be completed at the level specified by the due date to receive full credit. 0% will be awarded to those who do not complete all of the assignments on time at the assigned mastery level. ATI assignments, Prep-U, and VSIM assignments are not optional. In addition to the 2% of your final grade, these assignments are considered pass/fail. You will receive an incomplete as a final grade if all quizzes are not completed. Once completed, you will not receive any points out of the 2%, however your final grade will be submitted.

### Grading Scale:

*A course grade of A, B+, B, or C+ is required for progression in the nursing major.*

	<b>A</b>	<b>90 to 100</b>		<b>B+</b>	<b>85 to 89</b>		<b>B</b>	<b>80 to 84*</b>	
<b>C+</b>	<b>75 to 79</b>		<b>C</b>	<b>70 to 74</b>		<b>D</b>	<b>60 to 69</b>		<b>F</b> <60

**Assignment/Exam Grades:** Final theory course grades are calculated using the above weighted criteria. *There will be no rounding of exam grades.*

**Student Evaluation/Grading:** The course faculty determines satisfactory and unsatisfactory levels of participation in online activities (e.g. VSIM, ATI, etc.). Non-participation or unsatisfactory participation in the required online activities may result in a course grade of incomplete or "F."

**Academic Integrity Policy:** All graded assignments are expected to be the sole work of each student unless the faculty state otherwise. Students are required to follow University Policy prohibiting plagiarism and academic fraud. The School of Nursing follows the Rutgers, The State University of New Jersey policies/procedures regarding Academic Integrity that can be found at: <http://academicintegrity.rutgers.edu> Audio or videotaping (or use of any other electronic recording media) of course lectures **is not permitted** unless the student presents the course professor with valid documentation for this accommodation from the Division of Student Affairs, Dean of Students Office <http://deanofstudents.camden.rutgers.edu/> (see # 8 below regarding Disability Services). *Students who record lectures without approval of this accommodation will be violating the Student Code of Conduct.*

**Of note, any student who is aware of any academic misconduct has a moral and ethical responsibility to report it to the course faculty.**

### Student Handbook 2019-2020:

All students are held to the policies and procedures and all information in the SNC Student Handbook.

### Student Services:

- SNC CARES (formerly, Office of Nursing Student Advising and Clinical Operations)**  
**Is a comprehensive** center dedicated to positively impacting the nursing student experience. SNC CARES will serve as the core of student support from admissions to graduation including:

Recruitment ▪ Admissions ▪ Progression Planning ▪ Advisement ▪ Mentoring ▪ Remediation ▪ Counseling ▪ Course Scheduling ▪ Clinical Placement ▪ and Clinical Compliance. **Please make an appointment through Raptor Connect or visit our website: [nursing@camden.rutgers.edu](mailto:nursing@camden.rutgers.edu)**

**NOTE:** Early intervention for academic-related issues provides the student the best opportunity for success. If a student receives a grade less than 80% on an exam, the student is highly encouraged to attend a small group exam review, seek assistance from the course professor or course assistant, and seek advisement from CARES.

2. Office of Disability Services  
The Office of Disability Services (ODS) provides students with confidential advising and accommodation services in order to allow students with documented physical, mental, and learning disabilities to successfully complete their course of study at Rutgers University – Camden. The ODS provides for the confidential documentation and verification of student accommodations, and communicates with faculty regarding disabilities and accommodations. The ODS provides accommodation services, which can include readers, interpreters, alternate text, special equipment, and note takers. The ODS acts as a signatory for special waivers. The ODS also works with students, faculty, staff and administrators to enforce the American with Disabilities Act of 1990.  
<http://learn.camden.rutgers.edu/disability-services>
3. APA Style <http://apastyle.org/learn/tutorials/basics-tutorial.aspx>
4. Center for Learning & Student Success <https://learn.camden.rutgers.edu/>
5. Canvas Information [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)
6. Registrar Student Information - <https://registrar.camden.rutgers.edu/student-information>. Last day to withdraw from an individual class with a W grade- November 5<sup>th</sup>, 2019. A student is strongly encouraged to discuss plans to withdraw with the course faculty and with an advisor in CARES prior to the withdrawal date.
7. Course Evaluation: The course evaluation process is central to Rutgers' efforts to ensure that instruction at the University continues its history of excellence. School instructors and administrators take the information and feedback received from students very seriously. It is the expectation that all students complete all required course evaluation surveys while enrolled in courses at Rutgers University. The online course evaluation system provides security and confidentiality that far exceeds that which is possible with the paper and pencil method. Students can participate in the surveys with complete assurance that their responses will remain confidential.  
  
Students are expected and encouraged to comment about their experiences in the classroom and to provide feedback on the quality of instruction in the course through the Student Instructional Rating Survey [SIRS] (a University-wide survey). SIRS is conducted at the end of every semester by the Center for Teaching Advancement and Assessment Research. When the course evaluation survey is launched for a semester, students will be contacted through Canvas or email from the CoursEval System (<https://sirs.ctaar.rutgers.edu/blue>).

MEA 08/19



## Weekly Topical outline

Week	Date/ objectives	Topic	Required Reading, Exams (Brunner & Suddarth B& S)	The Point Lessons, Prep U, VSIM ATI Assignments
		<p>All ATI skills modules AND post-tests due as entrance ticket for class 9/3 and skills lab.</p> <p>Print ATI transcript-modules (time spent) and posttest scores.</p> <p>Prior</p> <p>Prior to class-</p> <p>Review syllabus</p> <p>Complete readings</p> <p>Bring list of concepts from readings that were unclear</p> <p>Complete ATI , VSIM, and prep-U assignments.</p>		ATI skills modules and posttest: (4) du
1	<p>Learning objectives: By the end of Weeks1-3:</p> <ol style="list-style-type: none"> <li>1. Integrate clinical reasoning in the management clients and families experiencing complex alterations in cardiovascular function</li> <li>2. Use a systems approach to promote a culture of safety and caring for adult clients undergoing cardiovascular interventions.</li> <li>3. Design and evaluate plans of health promotion and disease prevention that improve outcomes for clients with complex cardiovascular disorders.</li> <li>4. Demonstrate effective communication, collaboration, and advocacy behaviors to deliver high quality interprofessional care to adult clients with cardiovascular needs.</li> </ol>	<p><b>Syllabus review</b></p> <ul style="list-style-type: none"> <li>• Coronary artery disease- unstable angina, including diagnostics (review Health and Illness cardiac on your own)</li> <li>• Myocardial infarction and complications</li> <li>• Treatment of coronary artery disease- PCI, cardiac surgery</li> </ul> <p>Recitation pd: Cardiac case study</p>	<p>Readings week 1-3:</p> <p>B &amp; S: Ch 27,28, Ch 28,29 818-834 (review), 835-839,</p>	<p>ATI learning systems 3.0 Cardiac/hematology <b>9/8</b> 11:59pm</p> <p>ATI Pharm made easy cardiac module and post-test. Must score at least 85% on post-test- due <b>9/8</b> 11:59</p> <p>VSIM: Carl Shapiro due <b>9/8</b> 11:59pm</p> <p>ATI critical care drug calculation module and posttest- due 9/8 11:59pm</p> <p><b>Clinical correlation:</b></p> <p>Demonstrate focused cardiovascular assessment</p> <p>Care of patients following a coronary</p>

				<p>interventional procedure.</p> <p>Care of patients with valvular disorders</p> <p>Teaching cardiac patients and evaluating teaching effectiveness</p>
2	9/10/19	<p>Complex Concepts in Cardiac Function and Alterations</p> <ul style="list-style-type: none"> <li>• Basic dysrhythmia management, 12 lead ECG</li> <li>• Pacemakers, ICD</li> </ul> <p>Recitation: rhythm strip practice</p>		<p>Clinical correlation: Review rhythm strips. Discuss priority management of patient with dysrhythmias, ICD, pacemaker</p>
3	9/17/19	<p>Complex Concepts in Cardiovascular Function and Alterations: Structural, inflammatory, and infectious heart disease</p> <ul style="list-style-type: none"> <li>• valvular disease,</li> <li>• pericardial disease,</li> <li>• heart transplantation,</li> <li>• cardiomyopathy,</li> <li>• myocarditis</li> <li>• infective endocarditis</li> </ul> <p>Exemplars in Teaching and Learning: applying effective teaching and learning strategies in clients with complex cardiac disorders</p> <p>Recitation: Cardiac case study</p> <p>:</p>		

4	<p>9/24/19</p> <p>By the end of the session, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Integrate clinical reasoning in the management clients and families experiencing complex alterations in endocrine function.</li> <li>2. Use a systems approach to promote a culture of safety and caring for adult clients undergoing surgery.</li> <li>3. Display behaviors of the professional nurse in the provision of client and family-centered health care, incorporating ethical and legal principles including informed consent, diminished autonomy, and issues of confidentiality in complex adult cases</li> </ol>	<p>Complex concepts in Endocrine Function and Alterations.</p> <ul style="list-style-type: none"> <li>• Pituitary</li> <li>• Thyroid</li> <li>• Adrenal</li> </ul> <p>Complex concepts in Perioperative Nursing (review)</p> <ul style="list-style-type: none"> <li>• Preoperative</li> <li>• Intraoperative</li> <li>• Postoperative</li> <li>• Acute pain management</li> </ul> <p><b>10am through end of recitation pd: Exam 1</b></p>	<p>B&amp;S Ch 52</p> <p>B &amp; S Ch 12 (review-PCA) B &amp; S Ch 17-19</p>	<p>ATI Learning systems 3.0-endocrine due <b>9/22</b> 11:59pm VSim: Stan Checketts due <b>9/22</b> 11:59pm</p> <p>Demonstrate perioperative management of patients.</p> <p>Prevention/early detection of SSI- surgical safety checklist</p> <p>Demonstrate: Patient safety concepts in the perioperative setting: safe communication strategies, handoffs, medication reconciliation, infection prevention, surgical care improvement project (SCIP)</p> <p>Management of acute postoperative pain, including PCA pumps</p>
5	<p>10/1/19</p> <p>Learning objectives: By the end of the lecture, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Integrate clinical reasoning in the management clients and families experiencing complex alterations in respiratory function and clients undergoing surgical interventions.</li> <li>2. Use a systems approach to promote a culture of safety and caring for adult clients requiring mechanical ventilation.</li> <li>3. Design plans of health promotion and disease prevention that improve outcomes for clients with complex respiratory disorders.</li> </ol>	<p>Complex Concepts in Respiratory Function and Alterations</p> <ul style="list-style-type: none"> <li>• Airway management, chest tubes, mechanical ventilation</li> <li>• Pleural conditions</li> <li>• Atelectasis</li> <li>• Thoracic trauma</li> <li>• Thoracic surgery.</li> <li>• Acute respiratory failure vs Acute respiratory distress syndrome (ARDS)</li> <li>• Pulmonary embolism</li> </ul> <p>Exemplars: communication strategies in clients with artificial airways; recognition and prevention of acute delirium in critical care</p>	<p>B&amp;S Ch 13, pp283-291(review), 20 (review), 21 Ch 23 584-586, 606-618</p>	<p>1. Airway management 2. Oxygen therapy 3. Closed chest drainage *Must complete module and score 85% on posttest Due 9/29 11:59pm</p> <p>ATI Learning systems 3.0- respiratory due 9/29 11:59pm</p> <p>VSim: Vincent Brody due 9/29 11:59pm 8am</p> <p>VSim: Vernon Watkins- Due 9/29 11:59pm</p> <p>PrepU- Respiratory by 9/29 11:59pm</p>

	4. Demonstrate effective communication, collaboration, and advocacy behaviors to deliver high quality interprofessional care to adult clients with complex health care needs.			<p>Clinical correlation</p> <p>Demonstrate focused assessment and prioritization of patient with respiratory issues.</p> <p>Management of patients requiring chest tubes, tracheostomies, oxygen therapy</p>
6	<p>10/8/19</p> <p>Week 6 and 7:</p> <ol style="list-style-type: none"> <li>1. Integrate clinical reasoning in the management clients and families experiencing gastrointestinal disorders.</li> <li>2. Promote a culture of safety and caring for adult clients requiring enteral feeding.</li> <li>3. Integrate clinical reasoning in the management clients and families experiencing disorders of the liver, pancreas, and gall bladder.</li> <li>4. Design and evaluate plans of health promotion and disease prevention that improve outcomes for clients with complex gastrointestinal disorders.</li> </ol>	<p>(Begin Exam 3 content) Complex Concepts in Gastrointestinal Function and Alterations</p> <ul style="list-style-type: none"> <li>• GI tubes for decompression and enteral nutrition (review on own)</li> <li>• Parenteral nutrition (PN) (review on own)</li> <li>• Hiatal hernia</li> <li>• Neck surgery</li> <li>• GERD, gastritis</li> <li>• Ulcers</li> <li>• Morbid Obesity- medical and surgical management</li> <li>• Intestinal obstruction</li> </ul> <p><b>Critical care med math quiz end of class (10 questions).</b></p>	<p>B &amp; S Ch 32, 33 pp 956-959, Ch. 34</p> <p>B&amp;S Ch 44,pp 1274-1281, 1283-1284. Ch 45, 46, Ch 47 pp 1327-1329, Ch 48</p>	<p>Prep-U as assigned</p> <p>*****</p> <p>**</p> <p>ATI learning systems 3.0 GI 10/6 11:59pm</p> <p>ATI skills modules: NG intubation, enteral tube feedings. Due 10/6 11:59pm</p> <p>VSIm; Lloyd Bennett due 10/6/2019</p> <p>VSIm: Marilyn Hughes due 10/6/2019 11:59pm</p> <p>ATI learning systems renal and urinary. Due 10/13 11:59pm</p>

7	10/15/19	<p>Concepts in Hepatic, Biliary, Pancreatic Function and Alterations</p> <ul style="list-style-type: none"> <li>• Hepatitis</li> <li>• Cirrhosis</li> <li>• Acute and chronic pancreatitis</li> <li>• Biliary disorders</li> <li>• Bariatric</li> </ul> <p><b>Exam 2: 10am (concepts week 4 &amp; 5, med math).</b></p>	B & S Ch 49, 50	<p><b>TAKE ATI med-surg practice exam A- at home by 10/27 11:59pm.</b></p> <p>(Complete all remediation for med surg practice A and B by <b>11/10 11:59pm</b> (Upload ATI remediation report to Canvas by 11/10 11:59 and turn in remediation notes for review on 11/12).</p> <p>ATI learning systems 3.0 Oncology due 10/13 11:59pm</p>
8	<p>10/22/19</p> <ol style="list-style-type: none"> <li>1. Integrate clinical reasoning in the management clients and families experiencing neurological disorders, including traumatic brain injury, CVA, spinal cord injury, seizures, and headaches.</li> <li>2. Demonstrate effective communication, collaboration, and advocacy behaviors to deliver high quality interprofessional care to adult clients with neurological disorders.</li> <li>3. Design and evaluate plans of health promotion and disease prevention that improve outcomes for clients with complex neurological disorders.</li> </ol>	<p>Concepts in Neurological Function and Alterations</p> <ul style="list-style-type: none"> <li>• Head injury</li> <li>• Increased intracranial pressure</li> <li>• Brain tumors</li> <li>• CVA- ischemic and hemorrhagic</li> <li>• Spinal cord injury</li> <li>• Concepts of rehabilitation</li> <li>• Seizures</li> <li>• Headaches, migraines</li> </ul> <p>Recitation- Exam 2 review</p>	B & S Ch. 65 (review) Ch 68, 70, Ch 10 pp 165-177.	<p>ATI Learning systems 3.0 neurosensory Due 10/20 11:59pm</p> <p><b>TAKE ATI med-surg practice exam B- at home by 11/3 11:59pm</b> and complete all remediation for med surg practice A and B by <b>11/10 11:59pm</b> (Upload ATI remediation report with time to Canvas by 11/10 11:59 and turn in remediation notes by 11/12)</p>

9	10/29/19	<p>1. Promote a culture of safety and caring for adult clients requiring transfusion therapy.</p> <p>2. Integrate clinical reasoning in the management clients requiring blood component therapy.</p> <p>3. Use a systems approach to promote a culture of safety and caring for adult clients requiring blood component therapy.</p> <p>4. Integrate clinical reasoning in the management clients and families experiencing orthopedic injury, orthopedic surgery, and amputations.</p> <p>5. Demonstrate effective communication, collaboration, and advocacy behaviors to deliver high quality interprofessional care to adult clients with complex orthopedic disorders.</p> <p>6. Design and evaluate plans of health promotion and disease prevention that improve outcomes for clients with complex orthopedic disorders</p>	<p>Online ppt: Complex Concepts in Hematology disorders and transfusion therapy:</p> <ul style="list-style-type: none"> <li>Blood component therapy (ATI skills module)</li> <li>Disseminated intravascular coagulation (DIC)</li> <li>Multiple myeloma</li> </ul> <p>Complex Concepts in Musculoskeletal Function and Alterations</p> <ul style="list-style-type: none"> <li>Fractures</li> <li>Joint replacement</li> <li>Orthopedic surgery</li> <li>Amputations</li> </ul> <p>Recitation: Musculoskeletal case study</p>	<p>B &amp; S 40, 42</p>	<p>ATI skills <i>modules</i> and post-test: Must receive 85% on posttest.</p> <ol style="list-style-type: none"> <li>Blood administration</li> <li>Central venous access devices</li> </ol> <p>10/27 11:59pm</p> <p>ATI learning systems 3.0 musculoskeletal due 10/27 11:59pm</p> <p>ATI Learning systems 3.0 Immune due 10/27 11:59pm</p>
10	11/5/19	<p>1. Integrate clinical reasoning in the management clients and families experiencing shock and MODS.</p> <p>2. Demonstrate effective communication, collaboration, and advocacy behaviors to deliver high quality interprofessional care to adult clients with shock.</p> <p>3. Promote a culture of safety and caring for adult clients requiring hemodynamic monitoring.</p> <p>4. Employ the quality improvement process by implementing bundled</p>	<ul style="list-style-type: none"> <li>Shock</li> <li>MODS</li> <li>Hemodynamic monitoring</li> <li>Care bundles</li> <li>Exemplar: providing culturally congruent care in setting of grief and loss</li> </ul> <p>Shock case study</p>	<p>B &amp; S Ch 14 Ch 25 pg 705-710</p>	<p><i>11/5- Last date to withdraw with a W</i></p> <p>Clinical correlation:</p> <p>Review CLABSI, CAUTI, VAP, Sepsis bundles. Early sepsis indicators</p> <p>Discuss monitoring of NDNQI measures on unit. What process improvement initiatives are ongoing? What are findings?</p> <p>CDC indications for</p>



	strategies to improve safety and quality of care			urinary catheter.
11	11/12/19  1. Use a systems approach to promote a culture of safety and caring for adults who are at risk for pressure injury.	<b>Exam 3 (weeks 6-9)</b>  Following exam: ONLINE: Concepts in integumentary failure: pressure injury: NDNQI Self-learning module. <a href="https://members.nursingquality.org/NDNQIPressureUlcerTraining/">https://members.nursingquality.org/NDNQIPressureUlcerTraining/</a>		NDNQI Pressure Injury modules 1-4 due 11/10 11:59 upload to canvas)  ATI Learning Systems 3.0 dermatology 11/10 11:59pm  ATI Learning systems 3.0 Med surg final by 11/17 11:59pm
12	11/19/19	<b>ATI med surg proctored exam</b> - 90 questions. Benchmark- Level 2  Recitation- exam 3 review		Complete proctored focused remediation per syllabus directions.
13	11/26/19	No class  Follow Thursday schedule Thanksgiving week  Take ATI <b>Pharmacology practice A</b> at home before 12/1 and complete remediation by first day of Capstone course.  Finish ATI remediation for ATI proctored exam		<b>All ATI remediation from ATI proctored #1 completed by 12/1.</b> Upload remediation transcript report by 12/1 and turn in 3 critical point notes by 12/3  Prep-U as assigned  All VSim assignments completed by 12/1
14	12/3/19	<b>ATI Med surg retest</b> (if Level 2 not attained on first proctored med surg)		<b>All ATI remediation from ATI proctored #2 completed by 12/15.</b> Upload remediation transcript report by 12/15 and turn in 3 critical point notes day of final exam.

15	12/10/19	<p>1. Integrate clinical reasoning in the management clients and families experiencing burns.</p> <p>2. Demonstrate effective communication, collaboration, and advocacy behaviors to deliver high quality interprofessional care to adult clients requiring emergency care.</p> <p>3. Demonstrate effective communication, collaboration, and advocacy behaviors to deliver high quality interprofessional care to adult clients at the end of life and families experiencing grief and loss.</p>	<p>Concepts in Emergency and integumentary failure</p> <ul style="list-style-type: none"> <li>• Burns</li> <li>• Emergency nursing</li> <li>• End of life care</li> </ul> <p>Exemplar: providing culturally congruent care in setting of grief and loss</p>	B & S Ch 62, 72	<b>Complete Theory and clinical Course evaluation in class.</b>
	FINALS WEEK		Cumulative Final Exam DATE TBA		