NURS 2129: NURSING CARE OF ADULT I
Fall 2015

SYLLABUS
NURS 2129 Nursing Care of Adults I

In this course, the student will utilize theoretical knowledge, nursing process and clinical skills to meet the biological-psychological-sociological needs of individual adults experiencing medical-surgical disorders. Theory related to an expanded assessment is presented and emphasis is placed on the students functioning more independently when providing client care within an interdisciplinary framework. Professional growth and personal accountability are stressed throughout the course. The clinical content of this course utilizes theory content from NURS 2129, Nursing Care of Adults I. Theory and campus laboratory skills enable the student to plan and provide care for clients with acute and chronic illnesses in clinical setting.

Type of course: Theory and Practicum
Credit Hours: 5 ½ credits hours Theory = 5 ½ hours weekly
½ credit hour skill lab = 1 hour weekly
3 credit hours clinical = 9 hours weekly
Meeting Time: Tuesday 0900-1200, Thursday 0900-1200
Clinical and simulation lab hours as assigned
Pre-requisite: Fundamentals of Nursing NURS 1128
Nursing Care of Families NURS 1229

Instructor: Jodi Campbell MS, RN
E-mail: jodi.campbell@okstate.edu
Phone: 918-293-5075
Office: AHS #111

Contact: E-mail or phone should be used to contact instructor. Texting should be reserved for situations which are urgent such as illness on clinical day. Students will receive a response to communication within 24 business hours of contact.

Office Hours: Wednesday 0900-1230 CST
Thursday 1300-1630 CST

Division Name: Nursing
Division Phone: (918) 293-5377

TEXTS, REFERENCES AND MATERIALS

Required Text:

E-text ISBN 9780323261869

Recommended Text:
Reference: Students are expected to utilize current (published in the last 5 years) nursing texts/resources including but not limited to: drug handbook; lab/diagnostic test handbook; medical dictionary; nursing diagnosis manual; Kaplan review book

Materials: iPad2, Note-taking materials; email and internet access
Uniform/Tools: OSU scrubs and assessment tools.
Estimated Cost for Materials: approximate $250

Upon completion of the course, students should:

<table>
<thead>
<tr>
<th>COURSE COMPETENCIES</th>
<th>ASSESSMENT OF COMPETENCY</th>
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<tbody>
<tr>
<td>Provide patient centered care by performing evidence based nursing interventions, including teaching, that are appropriate for diverse patient populations across the life span with acute health care needs.</td>
<td>Major exams, simulation lab performance check-off list, clinical evaluation, &amp; Kaplan Review/Integrated Tests</td>
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<td>Actively participate in planning, organizing and evaluating the use of teamwork within the healthcare environment.</td>
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<td>Use current nursing trends and research to plan nursing care for patients in acute care settings. Use current nursing trends and research to coordinate nursing care for patients in acute care settings. Use current nursing trends and research to implement nursing care for patients in acute care settings. Use current nursing trends and research to evaluate nursing care for patients in acute care settings.</td>
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<tr>
<td>Investigate core measures and standardized care being used in the acute care clinical setting to improve safety and quality outcomes. Apply core measures and standardized care being used in the acute care clinical setting to improve safety and quality outcomes.</td>
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<tr>
<td>Apply information technology to ethically manage data, communicate effectively, and improve patient care and safety and inform practice decisions.</td>
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Aspects of the competency assessments may be used in the university’s assessment of student learning and/or assessments for Oklahoma Board of Nursing and National League for Nursing Accrediting Commission, Inc.

COURSE ACTIVITIES
In this course students will:
- Prepare for class by completing assigned readings and activities
• Participate in class discussion and activities
• Work in groups to develop and refine concepts
• Participate in group and individual presentations
• Develop, implement, and evaluate nursing plans of care
• Participate in all assigned practicum experiences
• Complete all independent assignments

EVALUATION

Grade will be comprised of major exams; passing requires a 75% exam average or better AND a satisfactory clinical grade. **GRADES WILL NOT BE ROUNDED**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1: Fluid and Electrolyte/ Renal</td>
<td>15%</td>
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<tr>
<td>Exam 2: Respiratory</td>
<td>20%</td>
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<td>Exam 3: Cardiovascular</td>
<td>25%</td>
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<td>Exam 4: GI</td>
<td>25%</td>
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<tr>
<td>Exam 5: Oncology</td>
<td>15%</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100%</strong></td>
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Overall course content and distribution of content, including lecture time spent in each unit and unit exam weight, is determined by review of local and state health statistics in conjunction with the current practice analysis completed by the National Council of State Boards of Nursing (NCSBN). [https://www.ncsbn.org/12_RN_Practice_Analysis_Vol53.pdf](https://www.ncsbn.org/12_RN_Practice_Analysis_Vol53.pdf)

Exam grades will be posted in D2L no later than 2 business days following the exam. Any adjustments made to test items following the exam review and student comment opportunity will be posted prior to the following exam. No grades will be released via e-mail, phone or personal other personal correspondence.

Students can view updated course average by accessing the “progress” section in D2L and choosing the “quizzes” sub-category.

Successful completion of Nurse Practicum (pass/fail) as specified below.
Simulation lab-satisfactory performance (pass/fail)
Practicum written assignments: passing average of 75% or better

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>1 case study</td>
<td>25%</td>
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<tr>
<td>12 clinical weeks</td>
<td>65%</td>
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<tr>
<td>Journal Club</td>
<td>10%</td>
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Clinical—Must receive a satisfactory clinical performance grade to pass (See clinical evaluation form).

AUTHORIZED TOOLS

NURS2129_Fall 2015
Students may use any/all course materials, including books and notes, while completing in-class assignments. All written assignments are to be completed independently unless directed otherwise (e.g. group projects); no collaboration with classmates is permitted and any instance of such will be considered academic dishonesty. This does not apply to major examinations given throughout the course. Refer to the Nursing Student Handbook under Testing for guidelines.

**TESTING**

Major examinations are scheduled in the course syllabus and will be announced at least one week in advance. It is not reasonable to expect that examinations be rescheduled except in the case of an EMERGENCY absence, e.g. death in the immediate family or significant illness of the student. In case of an EMERGENCY absence, the student must notify the instructor prior to the test time, and the instructor reserves the right to give an alternate examination. Failure to make arrangements (within 24 hours) for a make-up test will result in a grade of “zero” recorded for the examination missed. If an exam is rescheduled for a non-emergency absence, 5 percentage points per calendar day will be deducted from the student’s test score. Bring appropriate documentation (e.g., doctor’s statement, obituary) to avoid losing points. Refer to the Nursing Student Handbook under Testing for additional guidelines. Students in NURS2129 are allotted 75 seconds per exam question.

**NURSING STUDENT HANDBOOK**

The Nursing Student Handbook is provided to all nursing students through D2L on the Content page. It is the student’s responsibility to be familiar with the policies within the handbook. If you have questions concerning the handbook or you are unable to access the handbook contact your instructor.

**KAPLAN INTEGRATED TESTING PROGRAM**

In order to aid in the progression and success of our students, while lowering our program’s attrition rate and strengthening the NCLEX-RN pass rate, OSU Institute of Technology Nursing Program has implemented Kaplan Integrated Testing Program for nursing schools. Kaplan Integrated Testing Program is comprised of a series of secure online tests designed to evaluate the knowledge of students in a basic nursing curriculum leading to RN licensure. The results enable nursing faculty to identify students with knowledge deficits in specific content areas, so that early interventions can be implemented in order to positively influence student outcomes. Kaplan Integrated Tests will be given in appropriate semesters as outlined in the student handbook. Students should be aware that their ability to pass the NCLEX-RN is strengthened by their ability to pass each series of test. Scores will be reviewed on an individual basis and counseling will be provided as necessary. Students scoring <55th percentile rank on the Critical Thinking Test will receive counseling and develop a Plan for Program Success. Students performing well on the integrated tests may receive points based on their percentile score. Points will be added once a student has passed the theory course with a 75% passing exam average - only then will points be added for the Integrated Test to your final average grade.

A total of 1-3 % points will be added according to the student’s percentile score.
55-65%ile = 1 point
66-80%ile = 2 points
81-100%ile = 3 points

If multiple tests are given during the semester the points will be averaged. For example:

- If 3 tests are given and the test scores are in the 59, 70, and 84%ile the student will receive points based on 1+2+3=6 divided by 3 = 2 % points

In order to better prepare students for the Integrated Tests students will be required to complete the Focused Review Tests applicable to the Integrated Test. In order to receive credit for completion of the Focused Review Tests the student must score at least 65% correct and remediate for 60 seconds on all questions. Students will not be allowed to complete the Integrated Test until the assigned Focus Review Tests and remediation are completed. The Kaplan Integrated Exam for this course is Pharmacology and Parenteral Therapy which is a mandatory, proctored exam given in the computer lab on 12/10/15.

Students not completing the exam and any required remediation as assigned will receive an “I” for incomplete until the assignment has been submitted and approved.

UNIVERSITY & COURSE EXPECTATIONS
As a student of OSUIT, I understand that it is my responsibility to read, abide by and maintain a copy of the syllabi for this course. Syllabi are also available on the OSUIT website.

As a student of OSUIT, I understand that excerpts of portions of my work may be utilized for institutional assessment purposes. The purpose of institutional assessment is for verification of student learning and program improvement. I recognize that every effort will be made to keep this information confidential.

AMERICANS WITH DISABILITIES ACT (ADA)
According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. If you think you have a qualified disability and need special accommodations, you should notify the instructor and request verification of eligibility for accommodations from the Office of Academic Accommodations/LASSO Center. Please advise the instructor of your disability as soon as possible, and contact The LASSO Center, located in the Noble Center for Advancing Technology – NCAT, top floor, and 918-293-4855 to ensure timely implementation of appropriate accommodations. Faculty have an obligation to respond when they receive official notice of a disability but are under no obligation to provide retroactive accommodations. To receive services, you must submit appropriate documentation and complete an intake process during which the existence of a qualified disability is verified and reasonable accommodations are identified. (Fall 2013)

ACADEMIC DISHONESTY
Academic dishonesty or misconduct is neither condoned nor tolerated at OSUIT. Any student

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found guilty of academic dishonesty or misconduct shall be subject to disciplinary action. Academic dishonesty and/or misconduct includes, but is not limited to, the following actions: (1) Plagiarism: the representation of previously written, published, or creative work as one’s own; (2) Unauthorized collaboration on projects; (3) Cheating on examinations; (4) Unauthorized advance access to exams; (5) Fraudulent alteration of academic materials; (6) Knowing cooperation with another person in an academically dishonest undertaking. Students are required to actively protect their work against misuse by others. For details, refer to The OSUIT Student Handbook (Student Rights and Responsibilities Governing Student Behavior) available online at http://www.osuit.edu/academics/forms/student_rights_responsibility.pdf.

ATTENDANCE POLICY FOR FACE TO FACE COURSES
A primary component of OSUIT's Mission is “to prepare and sustain a diverse student body as competitive members of a world-class workforce.” Regular and consistent attendance not only aids in academic success, dependable attendance is a requirement in today's real-world employment; therefore, regular and consistent attendance is a requirement in all OSUIT courses. DEPARTMENT POLICY SUPERCEDES UNIVERSITY POLICY IF MORE STRINGENT

Definitions:
A. Absent: Failing to attend all or a significant portion of a class or lab session.
   1. Students may not be marked as absent if missing class for situations such as, but not limited to
      1. participating in a required university activity such as a field trip;
      2. fulfilling a military obligation;
      3. a mandatory court appearance;
      4. death in the immediate family;
      5. extreme illness or accident to oneself or immediate family. Instructors, at their discretion, may require proof of such events.
   B. It is the responsibility of the student to contact and inform the instructor and/or department in advance of such excused absences whenever possible.

Tardy: Arriving late to class as defined by the individual class instructor. Faculty, at their discretion, may equate three tardies to equal one absence.

Procedures:
Early Intervention
A. Any student who misses 10% of an individual course (or earlier at faculty discretion) during a regular fifteen-week semester, or the equivalent portion of time in a shorter session, will have their name submitted by that course instructor to the OSUIT Early Alert System for retention intervention.
B. At the point the Early Alert is issued, the student must meet with their assigned faculty advisor or designated faculty/staff member within seven (7) academic calendar days for counseling on how to improve their attendance and academic success.

Excessive Absences
A. The University reserves the right to administratively withdraw any student from an individual course who misses 20% of that course, whether excused or unexcused,
and, in the opinion of the instructor, the student does not have a reasonable opportunity to be successful in the course.

B. Students should be aware any of the following may impact their financial aid:
   1. being administratively withdrawn from a course
   2. dropping a course
   3. their last date of attendance in a course

Please see OSUIT Policy 2-021 for full details and procedures.

**EXAM 1:** Fluid and Electrolyte/Renal

**Lecture Dates:** 9/8/15, 9/10/15, 9/15/15, 9/17/15

**Exam Date:** 9/22/15

**Required Learning Activities:**
Class attendance and participation
Lewis, et al: read chapters 17, 45, 46, 47
Jarvis: review chapter 24, 25

Prioritization and Delegation Questions for the NCLEX Examination
Self-Assessment Questions for the NCLEX Examination
Kaplan Review Test for Fluid and Electrolyte Balance, Renal-Urologic system (complete exam(s) is required before unit exam)
Complete the online tutorial for each chapter (www.evolve.elsevier.com)

**Learning Outcomes:**

**Chapter 17—Fluid, Electrolyte and Acid-Base Imbalances**
At the conclusion of this chapter the learner will:
   1. Recognize and explain the chemical and physiologic processes that regulate fluid, electrolyte, and acid-base balance.
   2. Identify the pathophysiology and describe clinical manifestations of a fluid, electrolyte, or acid-base imbalance.
   3. Explain the role of specific therapies and associated nursing considerations in the management of each imbalance.
   4. Correctly interpret laboratory and blood gas values.
   5. Provide patient education regarding preventing complications and implementing lifestyle modifications aimed at maintaining balance.
   6. Select, properly administer, and evaluate the effectiveness of intravenous therapy.
   7. Properly use and maintain central venous access devices.

**Chapter 45—Nursing Assessment: Urinary System**
At the conclusion of this chapter the learner will:
   1. Identify the structures and functions of the urinary system.
2. Demonstrate the ability to collect a health history and perform a physical assessment related to the urinary system.
3. Accurately interpret the significance of findings obtained from the assessment and diagnostic studies related to the urinary system.

Chapter 46—Nursing Management: Renal and Urologic Problems
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology and clinical manifestations of each renal/urologic disorder and the role of specific therapies in the management of each disorder.
2. Anticipate and identify the clinical manifestations and complications associated with each renal/urologic disorder.
3. Manage the care of patients with, and at risk for, renal and urologic disorders through intervening in all aspects of acute, rehabilitative, and ambulatory and home care.
4. Demonstrate the ability to care for patients after urinary surgery and with an instrumentation system.

Chapter 47—Nursing Management: Acute Kidney Injury and Chronic Kidney Disease
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology and collaborative care of acute kidney injury (AKI) and chronic kidney disease (CKD).
2. Identify the clinical manifestations and classify the degree of AKI and CKD.
3. Explain the rationale and nursing considerations associated with dialysis, renal replacement therapy, and other collaborative care measures.
4. Demonstrate the ability to manage the care for patients at risk for AKI and CKD, through intervening in all aspects of acute, rehabilitative, and ambulatory and home care.

EXAM 2: Respiratory

Lecture Dates: 9/22/15, 9/24/15, 9/29/15, 10/1/15, 10/6/15
Exam Date: 10/8/15

Required Learning Activities:
Class attendance and participation
Lewis, et al: read chapters 26, 27, 28, 29
Jarvis: review chapter 18

Prioritization and Delegation Questions for the NCLEX Examination
Self-Assessment Questions for the NCLEX Examination
Kaplan Review Test for Respiratory Test (complete exam(s) is required before unit exam)
Complete the online tutorial for each chapter (www.evolve.elsevier.com)
Learning Outcomes

Chapter 26—Nursing Assessment: Respiratory System
At the conclusion of this chapter the learner will:
1. Identify the structures and functions of the respiratory system.
2. Demonstrate the ability to collect a health history and perform a physical assessment of the respiratory system, identifying common assessment abnormalities and gerontologic-related findings.
3. Demonstrate the ability to care for patients undergoing diagnostic studies used to evaluate respiratory function.
4. Accurately interpret the significance of findings obtained from the assessment and diagnostic studies.

Chapter 27—Nursing Management: Upper Respiratory Problems
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology of upper respiratory disorders and the role of specific therapies in maintaining patency of the upper airway.
2. Anticipate and identify the clinical manifestations and complications associated with each upper respiratory disorder: epistaxis; rhinitis; influenza; sinusitis; pharyngitis; head and neck cancer.
3. Manage the care for patients with an upper respiratory disorder through intervening in all aspects of acute, rehabilitative, and ambulatory and home care.
4. Demonstrate the ability to care for patients post-surgical and post-procedural interventions including tracheostomy.

Chapter 28—Nursing Management: Lower Respiratory Problems
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology of each lower respiratory disorder and the role of specific therapies in the management of each disorder: bronchitis; pneumonia; respiratory tuberculosis; lung cancer; pneumo/hemo thorax; pleural effusion; pulmonary embolism.
2. Identify the clinical manifestations and complications associated with each lower respiratory disorder.
3. Explain the rationale and nursing considerations associated with collaborative care measures.
4. Demonstrate the ability to assess, plan, implement, and evaluate nursing interventions associated with each specific disorder.
5. Demonstrate the ability to care for patients after chest surgery with chest drainage systems.

Chapter 29—Nursing Management: Obstructive Pulmonary Disorders
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology of each obstructive disorder and the role of specific therapies in the management of each disorder: asthma; chronic obstructive pulmonary disease (COPD).
2. Anticipate and identify the clinical manifestations and complications associated with each above disorder.
3. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures for the management of asthma and COPD.
4. Demonstrate the ability to assess, plan, implement and evaluate nursing interventions when caring for a patient with asthma or COPD.
5. Demonstrate the ability to care for the patient receiving O2 therapy.

**EXAM 3: Cardiac**

**Lecture Dates:** 10/13/15, 10/15/15, 10/20/15, 10/22/15, 10/27/15, 10/29/15  
**Exam Date:** 11/3/15

**Required Learning Activities:**  
Class attendance and participation  
Lewis, et al: read chapters 32,33,34,35,36,37,38  
Jarvis: review chapter 19, 20

Prioritization and Delegation Questions for the NCLEX Examination  
Self-Assessment Questions for the NCLEX Examination  
Kaplan Review Test for Cardiovascular System *(complete exam(s) is required before unit exam)*  
Complete the online tutorial for each chapter (www.evolve.elsevier.com )

**Learning Outcomes**  
**Chapter 32—Nursing Assessment: Cardiovascular System**  
At the conclusion of this chapter the learner will:  
1. Identify the structures and functions of the cardiovascular system.  
2. Demonstrate an ability to collect a health history related to the cardiovascular system and perform a physical assessment of the cardiovascular system, identifying common assessment abnormalities and gerontologic-related findings.  
3. Demonstrate the ability to care for patients undergoing diagnostic studies used to evaluate cardiovascular function.  
4. Accurately interpret the significance of findings obtained from the assessment and diagnostic studies.

**Chapter 33—Nursing Management: Hypertension**  
At the conclusion of this chapter the learner will:  
1. Recognize and explain the pathophysiology of hypertension and the role of different therapies in its treatment.  
2. Identify the clinical manifestations and complications associated with hypertension.  
3. Explain the purpose, action, and nursing considerations of drugs used to treat hypertension.
4. Demonstrate the ability to care for patients with, and at-risk for, hypertension through patient evaluation, screening, and teaching, with an emphasis on lifestyle modifications.

**Chapter 34—Nursing Management: Coronary Artery Disease and Acute Coronary Syndrome**
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology and collaborative care of CAD and ACS.
2. Anticipate and identify the clinical manifestations and complications associated with CAD and ACS.
3. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures.
4. Demonstrate the ability to manage the care for patients with CAD and who are at risk for ACS through intervening in all aspects of acute, rehabilitative, and ambulatory and home care.

**Chapter 35—Nursing Management: Heart Failure**
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology of acute and chronic heart failure.
2. Anticipate and identify the clinical manifestations and complications associated with heart failure.
3. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures.
4. Demonstrate the ability to assess, plan, implement, and evaluate nursing interventions when caring for a patient with heart failure.

**Chapter 36—Nursing Management: Dysrhythmias**
At the conclusion of this chapter the learner will:
1. Recognize normal and life-threatening cardiac rhythms based on basic interpretation of ECG monitoring.
2. Anticipate and identify the clinical manifestations and complications associated with life threatening dysrhythmias.
3. Explain the rationale and nursing considerations associated with caring for a patient who has a pacemaker or implantable cardioverter-defibrillator.

**Chapter 37—Nursing Management: Inflammatory and Structural Heart Disorders**
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology and the role of specific therapies in the management of each disorder: endocarditis; pericarditis; rheumatic fever and rheumatic heart disease; valvular heart disease; cardiomyopathy.
2. Anticipate and identify the clinical manifestations and complications associated with each above disorder.
3. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures.
4. Demonstrate the ability to assess, plan, implement, and evaluate nursing interventions when caring for a patient with cardiomyopathy, or inflammatory and valvular heart disease.

Chapter 38—Nursing Management: Vascular Disorders
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology of disorders of the aorta, peripheral arterial disease of the lower extremities, venous thrombosis and thromboembolism, venous insufficiency, and acute arterial ischemic disorders and the role of specific therapies in the management of each disorder.
2. Anticipate and identify the clinical manifestations and complications associated with each above disorder.
3. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures.
4. Provide patient teaching for chronic and home management of vascular problems and maintenance of anticoagulant therapy.

**EXAM 4: GI**

Exam Date: 11/24/15

**Required Learning Activities:**
Class attendance and participation
Lewis, et al: read chapters 39, 40, 41,42,43,44
Jarvis: review chapter 21

Prioritization and Delegation Questions for the NCLEX Examination
Self-Assessment Questions for the NCLEX Examination
Kaplan Review Test for Gastrointestinal System (complete exam(s) is required before unit exam)
Complete the online tutorial for each chapter (www.evolve.elsevier.com)

**Learning Outcomes**

Chapter 39—Nursing Assessment: Gastrointestinal System
At the conclusion of this chapter the learner will:
1. Identify the structures and functions of the gastrointestinal system.
2. Demonstrate an ability to collect a health history related to the gastrointestinal system and perform a physical assessment of the gastrointestinal system, identifying common assessment abnormalities and gerontologic-related findings.
3. Demonstrate the ability to care for patients undergoing diagnostic studies used to evaluate gastrointestinal function.
4. Accurately interpret the significance of findings obtained from the assessment and diagnostic studies.
Chapter 40—Nursing Management: Nutritional Problems
At the conclusion of this chapter the learner will:
1. Recognize and explain the role of nutrition in maintaining health.
2. Care for patients with and at risk for malnutrition by assessing nutritional status and implementing care to promote adequate nutrition through the oral, enteral or parenteral route.

Chapter 41—Nursing Management: Obesity
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology of obesity.
2. Identify health risks associated with obesity.
3. Explain the rationale and nursing considerations associated with surgical and drug therapies for treating obesity.
4. Demonstrate the ability to care for patients with obesity and at risk for metabolic syndrome through patient assessment and counseling, emphasizing the adoption of healthy lifestyle choices.

Chapter 42—Nursing Management: Upper Gastrointestinal Problems
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology of each disorder and the role of specific therapies in the management of each disorder: nausea/vomiting; oral, esophageal and stomach cancer; gastroesophageal reflux disease; gastritis; peptic ulcer disease; gastrointestinal bleeding.
2. Identify the clinical manifestations and complications associated with each above disorder.
3. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures in the management of each above disorder.
4. Demonstrate the ability to assess, plan, implement, and evaluate nursing interventions associated with each above disorder.

Chapter 43—Nursing Management: Lower Gastrointestinal Problems
At the conclusion of this chapter the learner will:
1. Recognize and explain the pathophysiology of each disorder and the role of specific therapies in the management of each disorder: diarrhea/constipation; abdominal pain; appendicitis; peritonitis; inflammatory bowel disease; intestinal obstruction; colorectal cancer; diverticulitis; malabsorption syndromes.
2. Identify the clinical manifestations and complications associated with each above disorder.
3. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures in the management of each above disorder.
4. Demonstrate the ability to assess, plan, implement, and evaluate nursing interventions when caring for a patient with a lower gastrointestinal disorder.
Chapter 44—Nursing Management: Liver, Pancreas and Biliary Tract Problems

At the conclusion of this chapter the learner will:

1. Recognize and explain the pathophysiology and the role of specific therapies in the management of each disorder: hepatitis; cirrhosis; liver failure; liver cancer; pancreatitis; pancreatic cancer; cholelithiasis and cholecystitis.
2. Identify the clinical manifestations and complications associated with each above disorder.
3. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures in the management of each above disorder.
4. Demonstrate the ability to assess, plan, implement, and evaluate nursing interventions when caring for a patient with a liver, pancreatic, or gall bladder disorder.

EXAM 5: Oncology, Pain, End of Life

Lecture Dates: 12/1/15, 12/3/15, 12/8/15
Exam Date: 12/10/15

Required Learning Activities:
Class attendance and participation
Lewis, et al: read chapters 16, 9, 10
Jarvis: review chapter 10

Prioritization and Delegation Questions for the NCLEX Examination
Self-Assessment Questions for the NCLEX Examination
Kaplan Review Test for Oncology (complete exam(s) is required before unit exam)
Complete the online tutorial for each chapter (www.evolve.elsevier.com)

Learning Outcomes

Chapter 9—Concepts in Nursing Practice: Pain
At the conclusion of this chapter the learner will:

1. Recognize and explain the multidimensional nature of pain.
2. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures.
3. Identify barriers to effective pain management.
4. Demonstrate the ability to perform a pain assessment and effectively manage pain, incorporating the patient’s individual beliefs and needs.

Chapter 10—Concepts in Nursing Practice: Palliative Care at End of Life
At the conclusion of this chapter the learner will:

1. Recognize and explain concepts related to palliative care and hospice.
2. Identify and manage physical and psychological manifestations associated with the end of life.
3. Demonstrate the ability to provide holistic care for patients and families receiving palliative care at the end of life.
4. Recognize and explain the psychosocial needs of nurses and family caregivers involved in end-of-life care.

Chapter 16—Pathophysiologic Mechanisms of Disease: Cancer

At the conclusion of this chapter the learner will:

1. Recognize and explain the biology of cancer and defects in cellular growth that occur throughout the phases of cancer development and the role of specific therapies in the management of cancer.
2. Explain the rationale and nursing considerations associated with surgical therapy, chemotherapy, radiation therapy, and biologic and targeted therapy in the management of cancer.
3. Identify and manage complications associated with advanced cancer and treatment modalities.
4. Demonstrate the ability to manage the care for patients with and at risk for cancer through intervening in all aspects of preventative, acute, rehabilitative, and survivorship care.
OSUIT NURSING PROGRAM
NURS 2129 NURSING CARE OF ADULTS I
PRACTICUM HOURS

Hospital Orientation(s) 9 hours
Hospital Experience 12 weeks x 9 hrs 108 hours
EBP Presentation 9 hours
Service Learning 9 hours
Total 135 hours

EXPECTED LEARNER OUTCOMES/OBJECTIVES:
At the conclusion of the course and after faculty evaluation, the student will be able to:
1. Demonstrate competent, patient-centered nursing care of clients experiencing stressors in a medical/surgical setting.
2. Examine areas of needed personal and professional growth to perform competently as a member of the intra and inter-professional team.
3. Locate evidence reports related to clinical practice topics and guidelines and discuss their implications to the medical-surgical clinical experience.
4. Accept accountability for own nursing judgments and actions and the impact they have on the systems of care and safety of patients in a medical-surgical setting.
5. Apply technology and information management tools to support safe processes of care.

EVALUATION:
Clinical grades are based on clinical performance and written/oral assignments. Failure to make a satisfactory grade in either clinical performance or written/oral assignments will result in an unsatisfactory clinical grade. A satisfactory clinical grade is necessary for successful completion of the course.

The clinical performance grade is based on weekly evaluations using the "Clinical Performance Evaluation Tool" (provided within course materials). The student receives 0-2 points on each behavior s/he has performed that day according to observations by the instructor, and a pass or fail for unobserved clinical experiences.

In order to pass NURS 2129 Practicum, the student must:
- Pass dosage calculation exam prior to clinical rotations, and
- Earn a satisfactory clinical performance grade, and
- Earn a total average grade of 75% all written assignments, and
- Earn at least a 75% on each case study. If a student does not score at least 75% s/he may be given the opportunity to complete an additional case study to demonstrate competency.

Only when student has passed the theory course with a 75% passing Test average will points be added for clinical paperwork to your final average grade. Points will be added
accordingly:
Clinical Paperwork averaging between 92 – 100% = 3 points added
Clinical paperwork averaging between 84 – 91% = 2 points added
Clinical paperwork averaging between 75 – 83% = 1 point
Example: Your test averages equal 83%, your clinical paperwork average 93% - three points will be added to your 83% to give you 86% and you will have a B for the semester. Another Example your test average is 90% (B), your homework average is 76% (C) - one point is added to your 90% to now give you 91% you continue to have a B for the semester. Final example – you have a 74.9% test average you have failed the course you will not receive any homework points. A student must pass the exams with a 75% average to pass the course and receive clinical paperwork points—no scores are rounded up.

**SUMMARY OF WRITTEN & ORAL ASSIGNMENTS**

<table>
<thead>
<tr>
<th>WRITTEN/ORAL ASSIGNMENTS</th>
<th>DUE DATE</th>
<th>POINT VALUE</th>
<th>GRADING TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Work x 12</td>
<td>Varies—as assigned and posted in D2L</td>
<td>100 points each 65% of grade</td>
<td>Grade posted/returned to student by next clinical day (approximately 1 week)</td>
</tr>
<tr>
<td>Case Study</td>
<td>By 11:59 pm 10/25/15</td>
<td>100 points 25% of grade</td>
<td>Grade posted/returned to student within 2 weeks of receipt</td>
</tr>
<tr>
<td>EBP Presentation</td>
<td>As assigned</td>
<td>80 points 10% of grade</td>
<td>Within 1 week of presentation date for each unit</td>
</tr>
</tbody>
</table>

**WRITTEN ASSIGNMENT GUIDELINES**

**Format**
- Each assignment must be completed electronically per the instruction of the specific assignment.
- Correct spelling and grammar are essential.
- Assignments will only be accepted electronically. Please name the file with your last name, first initial and the date of the clinical. E.g. CampbellJ091912

**References:**
- A minimum of two (2) current (< 5 years old) professional references must be used for each paper.
• Medical dictionaries and encyclopedias may **not** be utilized as one of the two required reference, but may be used as supplemental references.
• Care planning books may **not** be used as reference for care plans.
• All information taken from a reference must be cited within the text, as well as included in the Reference Sheet. References should be formatted to current APA guidelines.

**Dates:**
• Case study to be submitted to the appropriate dropbox folder on D2L by 11:59 pm on 10/25/15.
• If passing grade is not achieved on case study, a new case study is due 2 weeks after grade is posted. New case study must demonstrate competence with a score ≥75% but the student’s original grade will be used in determining the overall clinical average.

**Late work:**
• Assignment grade will be deducted five (5) percentage points for each calendar day late. Late points will be deducted when any part of the next calendar day elapses before receipt of the assignment.
• Assignments will not be graded after seven (7) calendar days and the student will receive a zero (0) for that assignment; however assignments MUST be posted for student to receive credit for clinical time.

**DAILY WORK GUIDELINES AND GRADING CRITERIA**

Daily work provides a way for the student to summarize patient information, assessment and care provided each day, as well as demonstrates knowledge of the nursing process as it pertains to his/her patient. This work will be typed on provided forms and include at a minimum:
• Checklist style assessment focused on abnormal and diagnosis specific data
• Nursing notes summarizing care provided that shift
• Summary of laboratory data and ordered treatments
• List of medications patient is taking including order details along with the reason for the medication
• Recommendations for discharge including placement, further care needed, education, equipment, etc.
• Nursing care plan with a priority diagnosis following OSUIT guidelines

If a student is assigned to an observation experience, e.g. surgery, s/he will submit an assignment following the guidelines and objectives as assigned.

Each daily assignment is worth 100 points which will be assigned according to the posted rubric.

**CASE STUDY GUIDELINES & GRADING CRITERIA**
A case study provides a comprehensive patient situation for you to review and critique. It should present a complete picture of your patient and the clinical situation. Writing a case study will help you to apply concepts and theories to clinical situations, identify actual and potential problems, propose varied approaches for solving them, weigh different decisions possible, and arrive at judgments as to the effectiveness of interventions.

All students are required to submit one written case study this semester. By 10/25/15, students must turn in a narrative description of the patient, head to toe narrative assessment, individualized pathophysiology paper, laboratory tests, medication information, medical treatments and diagnostic tests, prioritized nursing care plan, and references. For a detailed description of the required elements for each section see the grading rubric, “Case Study Evaluation Form.”

* You are encouraged to meet with your clinical instructor to discuss your plans for the paper.

**CLINICAL PAPERWORK SUBMISSION PROCEDURE**

All paperwork is to be submitted electronically to the appropriate dropbox folder on D2L. At no time will emailed or printed assignments be accepted. Graded paperwork will be returned to the corresponding dropbox on D2L and will be accessible via the “feedback” mechanism.

**EVIDENCE BASED PRACTICE PRESENTATION**

Each student will work in an assigned group to complete an EBP Presentation related to one of the course units. The group will select an evidenced based, nursing focused journal article for discussion related to the unit topic.

Students will develop a brief power point and discussion questions to be presented to the class at an assigned time. One member of the group must also submit the presentation and article to the appropriate dropbox on D2L for grading purposes. The presentation should be 5-10 slides in length and should provide a summary of the article, summary of the research or evidence base, ways in which it relates to nursing care and any other relevant issues.

Grades for this assignment will be determined using the published rubric.

*Please refer to the Nursing Student Handbook for other relevant Clinical Policies.*
Oklahoma State University Institute of Technology
Nursing Care of Adults I (NURS2129)
Fall 2015

I have read and understand this syllabus, and agree to abide by the policies, procedures and guidelines specified therein.

___________________________________  ________________________
Printed Name  Student ID Number (this is not your SSN)

Oklahoma State University Institute of Technology
Nursing Care of Adults I (NURS2129)
Fall 2015

Student Assessment Release

I agree that Oklahoma State University Institute of Technology may excerpt some of my work to be utilized for institutional assessment purposes. The purpose of institutional assessment is for verification of student learning and program improvement. I recognize that every effort will be made to keep this information confidential and that my name will not be associated with my work.

___________________________________  ________________________
Printed Name  Student ID Number (this is not your SSN)

___________________________________  ________________________
Signature  Date
## COURSE CALENDAR

### NURS 2129

### Fall 2015

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9/15 0900-1200</td>
<td>Clinical Orientation—Eastar Medical Center</td>
</tr>
<tr>
<td></td>
<td>Muskogee, OK **only students who will rotate to Easter are required to attend</td>
</tr>
<tr>
<td>9/1/15 0900-1200</td>
<td>Course Orientation</td>
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<tr>
<td></td>
<td>Simulation Lab</td>
</tr>
<tr>
<td>9/3/15 0900</td>
<td><strong>Dosage Calculation Exam</strong></td>
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<tr>
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<td>Course Orientation continued</td>
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<td><strong>following exam</strong></td>
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<td>9/4/15 0900-1200</td>
<td>Mandatory Clinical Orientation—Covell Auditorium</td>
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<tr>
<td>9/8/15 0900-1200</td>
<td>Lecture: Fluid and Electrolyte Chapter 17; Urinary Disorders Chapters 45, 46, 47</td>
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<td></td>
<td>1300-1500</td>
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<tr>
<td>9/10/15 0900-1200</td>
<td>Lecture: Fluid and Electrolyte Chapter 17; Urinary Disorders Chapters 45, 46, 47</td>
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<tr>
<td>9/15/15 0900-1200</td>
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<td>9/17/15 0900-1200</td>
<td>Lecture: Fluid and Electrolyte Chapter 17; Urinary Disorders Chapters 45, 46, 47</td>
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<tr>
<td>9/22/15 0900</td>
<td><strong>Exam 1</strong></td>
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<td>9/24/15 0900-1200</td>
<td>Lecture: Respiratory Chapters 26, 27, 28, 29</td>
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<td>9/29/15 0900-1200</td>
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<tr>
<td>10/8/15 0900</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>10/13/15 0900-1200</td>
<td>Lecture: Cardiac Chapters 32, 33, 34, 35, 36, 37, 38</td>
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NURS2129_Fall 2015
<table>
<thead>
<tr>
<th>Date</th>
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<th>Event</th>
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<tr>
<td>10/15/15</td>
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<tr>
<td>10/20/15</td>
<td>1300-1500</td>
<td>Simulation Lab — group times as assigned</td>
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<td>10/25/15</td>
<td>2359</td>
<td>Case Study Due</td>
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<td>10/27/15</td>
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<td>10/29/15</td>
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<td>11/3/15</td>
<td>0900-1500</td>
<td>Exam 3</td>
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<td>1300-1500</td>
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<td>11/5/15</td>
<td>0900-1200</td>
<td>Lecture: GI Chapters 39, 40, 41, 42, 43, 44</td>
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<td>1200-1600</td>
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<td>11/12/15</td>
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<td>11/17/15</td>
<td>0900-1200</td>
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<td>1200-1600</td>
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<td>11/19/15</td>
<td>0900-1200</td>
<td>Lecture: GI Chapters 39, 40, 41, 42, 43, 44</td>
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<tr>
<td>11/24/15</td>
<td>0900</td>
<td>Exam 4</td>
</tr>
<tr>
<td>11/25/15</td>
<td>0900</td>
<td>Thanksgiving Break</td>
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<tr>
<td>11/28/15</td>
<td>0900-1200</td>
<td>Lecture: Oncology/Pain/End of Life, Chapters 6, 9, 10, 16</td>
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| 12/10/15 0900 immediately following lecture | Exam 5  
Kaplan Integrated Exam—Pharmacology and Parenteral Therapy |
| 12/11/15 0900             | Nursing Pinning and Graduation**all students required to attend |