New Course Proposal Checklist

Submission Date: 10/29/2021
Department: Nursing
Course Title: NUR230 Beginning MSG Nursing
Prepared by: Carol Velas
Department Chair: Carol Velas

X if standards are met	Required Information	Questions/Comments
X	**Cover page that includes the department's endorsement**	
X	**A brief rationale for proposing a new course**	
X	**Course description for the catalogue**	
X	**Prerequisites**	
X	**Course Credit Units**	
N/A	**Modified catalog requirements showing new course placement in each major track and minor (if appropriate)**	
X	**Syllabus that follows the guidelines for syllabus preparation**	
X	**Course Learning Outcomes (CLOs) aligned with the departmental PLOs and listed in a syllabus**	
	Frequency of offering: Check the appropriate box:	
	- every semester	
	- once a year (F or S)	
	- once every other year	
	- Mayterm only	
X	- other (specify) FALL AND SPRING	
	Resources application: Check the appropriate box:	
X	- staffing requirements (adjunct)	
X	- IT resources	
	- other resources such as equipment, space, lab resources	
NA	***Attached Letter /Email from Provost if resources are required***	
NA	Library resources : ***Attached Letter/Email from the Library Director or Associate Library Director if resources are required***	
NUR230	**Requested Course number**: Final determination by the Registrar upon consultation with the Department Chair	

10/29/2021

_____   _____
Department Chair (signature)   Date

WESTMONT

To: Academic Senate
From: Department of Nursing-ABSN Program
Subject: Proposal for new course
Date: October 28, 2021

The Accelerated Bachelor of Science in Nursing program is a new program at Westmont College. This is a second bachelor degree program with an accelerated prelicensure nursing curriculum. The program is 4 semesters of 16 weeks each. Nursing courses include concurrent theory and clinical courses.

New course

NUR230 Beginning Medical/Surgical/Geriatric is a 6-unit course with 3 units of theory and 3 unit of clinical (135hrs) placed in the second semester. This is the second course in a series of medical/surgical/geriatric courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings.

We are proposing this course so students will have the knowledge and experience to begin to develop the cognition for critical thinking and clinical judgement in adult patients with disease processes of chronic pulmonary, cardiac, and endocrine conditions and patients needing surgery in the acute care setting. Students will begin to understand the importance of the religious assessment and resources available while they are learning the difference between caretaking and caregiving for compassionate care. The clinical settings for this course will occur at Santa Barbara Cottage Hospital in the acute care settings, caring for adults and elderly adults with acute conditions with a focus on the respiratory, cardiac, and endocrine systems with one day in the surgical unit to provide preoperative, intraoperative, and postoperative care.
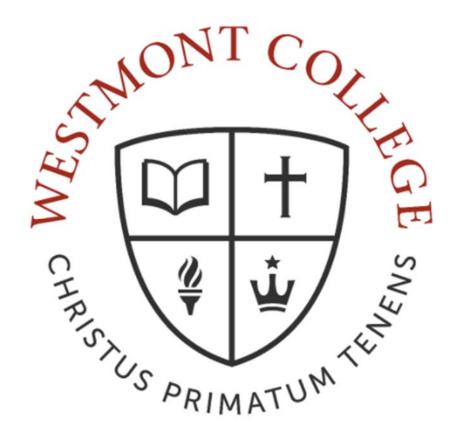
The attached syllabus enumerates the Course Learning Outcomes including mapping to the Program Learning Outcomes. Assessment Technology Institute, our supplemental instruction is integrated throughout the curriculum with notations for your understanding.

The course will be offered two times per year in varying semesters as the two cohorts of nursing students enroll. Because this is a new course and a new program it will require new staff and IT resources.

This course is part of the required curriculum for the Bachelor of Science in Nursing Program. The sequence of this course in the curriculum is permanent in the second semester.

Westmont catalog course description

This is the second in a four-part series of courses on the compassionate care of the medical/surgical/geriatric patient. This course will focus on patient-centered, compassionate care for older adults and elderly patients with chronic conditions in the acute and long-term care setting. Students will learn about the care and interprofessional management of respiratory conditions like asthma and pneumonia, cardiac conditions like hypertension, and basic EKG interpretation, endocrine conditions like diabetes mellitus, disorders of the eye and ear, and the surgical patient including the peri, intra, and postoperative nursing management. Students will learn their role on the interprofessional team as they organize direct care for their patients.

NUR230 Beginning Medical/Surgical Nursing

2022

NUR230 Beginning Medical/Surgical/Geriatric Nursing

6 units (Theory-3units, Clinical-3units)
Pre-requisites: Acceptance into ABSN program
Placement in curriculum: Prelicensure requirement

Time: TBD
Room: TBD

Course Faculty: TBD
Faculty office: TBD
Faculty email: TBD
Faculty phone: TBD
Faculty office hours: TBD

I. Important Information

This is a course in a series of prelicensure nursing courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings. The best way to be prepared for your lecture and clinical experience is to maintain a healthy mental, physical, and spiritual life. Come to class after a good night's sleep, eat nutritious food, and stay current with reading assignments. For your clinical experience, come with excitement and understand you will continue to learn in the clinical setting and apply the concepts and skills you are learning in class. To help with your success in this course and program, it is not suggested you work more than 20 hours per week if you have to work.

Westmont catalogue course description

This is the second in a four-part series of courses on the compassionate care of the medical/surgical/geriatric patient. This course will focus on patient-centered, compassionate care for older adults and elderly patients with chronic conditions in the acute and long-term care setting. Students will learn about the care and interprofessional management of respiratory conditions like asthma and pneumonia, cardiac conditions like hypertension, and basic EKG interpretation, endocrine conditions like diabetes mellitus, disorders of the eye and ear, and the surgical patient including the peri, intra, and postoperative nursing management. Students will learn their role on the interprofessional team as they organize direct care for their patients.

Instructor's further description

Students will now move to the acute and long term care settings providing compassionate care to older adults and elderly patients with chronic conditions. Students will also experience the perioperative management of patients by caring for a patient through the peri, intra, and postoperative phases of surgery.

ABSN Program Mission
Prepares faithful servant leaders to provide patient-centered and family supported safe, compassionate care for diverse populations and communities across the lifespan and in all health care settings.

AACN Baccalaureate Essentials (2018)
The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE strives to promote the quality and integrity of baccalaureate and graduate nursing programs. Following are the nine baccalaureate essentials used as the framework for the current curriculum. In 2021 the Essentials were revised and will be integrated into the curriculum over the next three years.

1. I Liberal Education for Baccalaureate Generalist Nursing Practice
2. II Basic Organizational and Systems Leadership for Quality Care and Patient Safety
3. III Scholarship for Evidence-Based Practice
4. IV Information Management and Application of Patient Care Technology
5. V Healthcare Policy, Finance, and Regulatory Environments
6. VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
7. VII Clinical Prevention and Population Health
8. VIII Professionalism and Professional Values
9. IX Baccalaureate Generalist Nursing Practice

AACN Essentials (revised 2021)
The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. The *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

Domains for Nursing
Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing.

The Ten Domains:
Domain 1-Knowledge for Nursing Practice
Domain 2-Person-centered Care

Domain 3-Population Health
Domain 4-Scholarship for Nursing Practice
Domain 5-Quality and Safety
Domain 6-Interprofessional Partnerships
Domain 7-Systems-based Practice
Domain 8-Information and Healthcare Technology
Domain 9-Professionalism
Domain 10-Personal, Professionals, Leadership Development
(The Essentials: Core Competencies for Professional Nursing Education, 2021)

Program Learning Outcomes (PLO)
1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.
5. Continue inquisitive learning by using the Electronic Medical Record (EMR) and Informatics to meet quality metrics in a variety of healthcare and geographic settings.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.

Course Learning Outcomes (CLO)
1. Recognizes the need for spiritual care for each patient and informs appropriate spiritual advisor.
2. Recalls the nursing process in your assessment and care planning of patients with chronic pulmonary, cardiac, and endocrine conditions and patients needing surgery in the acute and long-term care setting.
3. Demonstrates beginning critical thinking, cultural sensitivity, and understanding of the biopsychosocial needs and preferences of the patient as the provider of care.
4. Discusses the importance of safe medication administration by ensuring best practices and safety protocols used with each medication administered to patients.
5. Practices effective communication to peer, clinical faculty, and the interprofessional healthcare team.
6. Describes how individual patient care and best practices evolves into the care of communities and populations on the regional, state, and national level.
7. Assembles nursing thoughts and clinical judgement to make accurate and relevant nursing entries in the Electronic Medical Record. Evaluate trends in vital signs and other diagnostic tests.
8. Collects community resources for prevention and population health for discharge planning.

PLO and CLO Alignment Table

Program Learning Outcomes	Course Learning Outcomes
1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.	1. Recognizes the need for spiritual care for each patient and informs appropriate spiritual advisor.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.	2. Recalls the nursing process in your assessment and care planning of patients with chronic pulmonary, cardiac, and endocrine conditions and patients needing surgery in the acute and long-term care setting.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.	3. Demonstrates beginning critical thinking, cultural sensitivity, and understanding of the biopsychosocial needs and preferences of the patient as the provider of care. 4. Discusses the importance of safe medication administration by ensuring best practices and safety protocols used with each medication administered to patients.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.	5. Practices effective communication to peer, clinical faculty, and the interprofessional healthcare team.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.	7. Assembles nursing thoughts and clinical judgement to make accurate and relevant nursing entries in the Electronic Medical Record. Evaluate trends in vital signs and other diagnostic tests.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.	6. Describes how individual patient care and best practices evolves into the care of communities and populations on the regional, state, and national level. 8. Collects community resources for prevention and population health for discharge planning.

Required Textbooks

Title	Author	Publisher	ISBN#
Psychology for Nursing & Healthcare Professional:	Barker	Sage	9-781473925069

Developing Compassionate Care			
Gerontologic Nursing (6th ed.)	Meiner & Yeager	Elsevier	9-780323498111
Brunner & Suddarth's Textbook of Medical-Surgical Nursing (14th ed.)	Hinkle & Cheever	Lippincott Williams & Wilkins	9-781496355157
Nursing Diagnosis textbook of your choice (can be a bundled application on smart phone)			
Nursing Drug textbook of your choice (can be a bundled application on smart phone)			
Publication Manual of the American Psychological Association (7thed.)	American Psychological Association	American Psychological Association	978-143383216

Supplemental Resources
ATI Supreme Essentials provides the visual and auditory learners with skill vignettes, review modules, online tutorials, dosage calculation and safe medication practice, computer adaptive NextGen and current NCLEX test item types, civility tutorials, and ATI Pulse (analytics engine that predicts students probability of passing the NCLEX). ATI also provides a host of practice and proctored NCLEX style exams as well as a Predictor exam to prepare for the NCLEX. ATI tools will be fully integrated into each nursing course.

Suggested Resources
1. Articles
2. Position Papers
3. Healthcare Policies
4. Westmont College Library and online databases (EBSCO, ProQuest, ERIC, CINALH)

Assessment of CLOs (Assignments, quizzes, exams)
The assessments used in this course to measure your learning and meeting the content objectives and course learning outcomes will include class participation, quizzes, exams using NCLEX style questions, and a signature assessment (comprehensive assessment). If student earns ≤85% on any course exam, student must build a 20-question quiz using ATI's Learning System quiz bank on missed content as remediation for course exam. This quiz will be due on next class day.

Course Learning Outcomes	Instructional activity	Assessment
1. Recognizes the need for spiritual care for each patient	Lecture, class discussion, shared experiences, and	Assignments, quizzes, and exams

and informs appropriate spiritual advisor. 2. Recalls the nursing process in your assessment and care planning of patients with chronic pulmonary, cardiac, and endocrine conditions and patients needing surgery in the acute and long-term care setting. 3. Demonstrates beginning critical thinking, cultural sensitivity, and understanding of the biopsychosocial needs and preferences of the patient as the provider of care. 4. Discusses the importance of safe medication administration by ensuring best practices and safety protocols used with each medication administered to patients. 6. Describes how individual patient care and best practices evolves into the care of communities and populations on the regional, state, and national level. 7. Assembles nursing thoughts and clinical judgement to make accurate and relevant nursing entries in the Electronic Medical Record. Evaluate trends in vital signs and other diagnostic tests. 8. Collects community resources for prevention and population health for discharge planning.	scaffolding case studies	
5. Practices effective communication to peer, clinical faculty, and the interprofessional healthcare team.	Lecture, class discussion, and simulation	Quizzes, exams, and through evaluation of clinical practice (Clinical evaluation tool)

Class participation   = P/NC
Concept Map (periop)   = 100pts

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Quizzes            4 x 25pts each    = 100pts
Exams              3 x 100pts each   = 300pts
Comprehensive Final Exam             = 100pts
                        Total  = 600pts
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*Student must have 75% in theory and "Pass" in clinical to progress

II. Course Policies

Grading

Grade points per unit of credit are assigned on the following scale:
A 4 grade points
A- 3.7 grade points
B+ 3.3 grade points
B 3.0 grade points
B- 2.7 grade points
C+ 2.3 grade points
C 2.0 grade points
C- 1.7 grade points
D+ 1.3 grade points
D 1.0 grade points
D- 0.7 grade points
P (At least D-) No grade points assigned. Not computed in the grade point average.
F 0 grade points
NC (F) No grade points assigned. Not computed in the grade point average. W No
grade points assigned. Not computed in grade point average.
WF No grade points assigned. Not computed in grade point average.
WP No grade points assigned. Not computed in grade point average.
WX No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in
its grade average. (Exception: Courses and grades taken as part of a Westmont off-
campus program are posted on the Westmont transcript and will be calculated in the
Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a
letter scale (A, B, C, D, F).
Instructor Initiated Exceptions:
1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in
   any class not approved for GE credit. It is assumed that the same grade-
   reporting
   system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting
   may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In

addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Office of Disability Services
Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course.

Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, snoble@westmont.edu) or visit the website for more information: http://www.westmont.edu/_offices/disability

Dress Code
Comfortable, non-binding clothing in theory classes

Academic Integrity
When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with the entire Westmont College Academic Integrity Policy. This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur. Dishonesty in the clinical setting, will not be tolerated and students will be removed followed by program suspension or termination.

Technology in the Classroom
Laptops, tablets, and smart phones can be used in the classroom with the permission of the faculty. The use of smart phones in the clinical setting will depend on each clinical setting's rules. Smart phones in the clinical setting can be used for clinical related

resources (drug book, Tabers, calculation, etc). Recording lectures is also at the discretion of the faulty and permission must be granted.

Emergencies

In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at https://integready.app.box.com/AnticipatingInClass and direct any questions or concerns to the Office of Institutional Resilience.

III. Weekly course schedule

Textbooks:
1. Medical/Surgical Nursing- Hinkle & Cheever (H&C)
2. Psychology of Nursing- Barker (Barker)
3. Gerontologic Nursing- Meiner & Yeager (Meiner)

*Subject to change at any time, you will be notified of any changes

Week	Content Objectives	Reading	Activities and assignments	Outcome Measurement
1/2	**-Orientation to class, syllabus, schedule** **-Perioperative Management** 1. Define the phases of perioperative patient care 2. Describe a comprehensive preoperative assessment to identify pertinent health and surgical risk factors. 3. Examine laboratory and diagnostic tests related to the surgical procedure. 3. Construct accurate entry of vital signs and nursing notes in the EMR. 4. Describe considerations related to preoperative nursing care of the older adult, patients who are obese, and patients with disabilities. 5. Identify legal and ethical considerations related to obtaining informed consent for surgery. 6. Evaluate the importance of preoperative patient-centered education. 7. Appraise the interprofessional approach to the compassionate care of the patient during surgery. 8. Identify adverse effects of surgery and anesthesia.	Barker: Ch 3 H & C: Ch. 17, 18, 19 Meiner: Pg. 316-317, 458, 368, 601 **ATI Engage Fundamentals** Unit: Physiological Concepts for Nursing Practice Lesson*: The Surgical Client*	-In Chapter 17, pay special attention to Table 17-3, Chart 17-6, Chart 17-8. -In Chapter 18, Chart 18-1 **Small group discussion:** Barker, Table 4-1 pg. 72. The 6 C's **Class discussion:** 5 "A"s of evidence-based practice Ask Acquire Appraise Apply Assess **ATI's Engage Fundamentals** Clinical Judgment Case Studies with Concept Map Activities: *The Surgical Client*	

	9. Use the nursing process to optimize patient outcomes during the intraoperative period. 10. Compare and contrast each role of the surgical team. 11. Discuss the 5 "A"s of evidence-based practice. 12. Discuss medications used in the pre-op period.			
3	-Perioperative Management 13. Describe the responsibility of the recovery room nurse in the stabilization of the patient after surgery. 14. Differentiate the care of the gerontologic patient compared to an adult patient. (Chart 19-7). 15. Discuss the pharmacological management during the peri, in and postoperative phases of su including the nurse's role in patient/parent education for drug action, side effects, contraindications, and adverse effects.	Barker: Ch. 3 H & C: Ch. 17, 18, 19 Meiner: Pg. 316-317, 458, 368, 601	Review H & C Chart 19-1, Table 19-1 (use as a M/S nurse getting a surgical admission), Chart 19-3 Discharge Instructions, Chart 19-4, Chart 19-6 **Small group discussion:** H & C Chapter 19 Critical Thinking Exercise #1.	**Quiz on preoperative material**
4	**- Perioperative Management cont.** 16. Evaluate variables that affect wound healing (Table 19-3). 17. Construct assessment parameters appropriate for the early detection of postoperative complications (Table 19-4). 18. Construct accurate nursing notes that reflect vital signs and relevant patient information.		**Exercise for pairs:** Complete a preoperative exam, consent, and postoperative teaching **ATI Video Case Studies:** *Wound Evisceration*	**Concept Map due**
5	**-Care of the patient with chronic respiratory conditions (tracheobronchitis and pneumonia)** 1. Discuss the pathophysiology, clinical manifestations and patient-centered, compassionate care of patients with tracheobronchitis and pneumonia.	H & C: Ch. 23, 24 (Asthma, tracheobronchitis, and Pneumonia only) Meiner: Pgs. 368, 372-373, and 383-386 **ATI**	**Discussion points:** Compare and contrast the different types of pneumonia. Priority care of the patient with pneumonia. Importance of pneumonia vaccine for older adults and the elderly.	**Exam 1-Perioperative Management**

	2. Use the nursing process as a framework for care of the patient with tracheobronchitis and pneumonia. 3. Discuss the pharmacological management of tracheobronchitis pneumonia including the nurse's role in patient/parent education for drug action, side effects, contraindications, and adverse effects. 4. Examine the EMR and its usefulness in providing trended data. 5. Examine laboratory and diagnostic tests related to the chronic respiratory conditions.	**Review Module/eBook: Adult Medical Surgical Nursing Chapter 20**	Students complete the Active Learning Template: System Disorder for pneumonia	
6	**- Care of the patient with chronic respiratory conditions (asthma)** 1. Discuss the pathophysiology, clinical manifestations and patient-centered, compassionate care of patients with asthma. **2.** Discuss the pharmacological management of asthma including the nurse's role in patient/parent education for drug action, side effects, contraindications, and adverse effects. 3. Create a patient-centered education plan for new asthmatic patients including the peak flow meter for medication titration. 4. Evaluate patients for asthma self-management strategies. 5. Examine laboratory and diagnostic tests related to the asthma.	H & C: Ch. 23, 24 (Asthma, tracheobronchitis, and Pneumonia only) Meiner: Pgs. 368, 372-373, and 383-386 **ATI Review Module/eBook: Adult Medical Surgical Nursing Chapter 21**	Students complete the Active Learning Template: System Disorder for asthma	**ATI Learning System Quiz Bank Standard Quiz Fundamentals 1**
7	**-Care of the patient with upper respiratory infections/viruses** 1. Describe conditions of the upper respiratory system. 2. Compare and contrast the upper respiratory tract infections according to cause, incidence, clinical manifestations, patient-centered compassionate care,	H & C: Ch. 22 **ATI Pharmacology Made Easy** Module**:** The Respiratory System	Students complete Active Learning Templates: Medication for respiratory system disorders	**Quiz on Asthma, tracheobronchitis and Pneumonia**

	and the significance of preventive health care. 3. Discuss the pharmacological management of upper respiratory tract infections and viruses including the nurse's role in patient/parent education for drug action, side effects, contraindications, and adverse effects. 4. Examine laboratory and diagnostic tests related to upper respiratory infections/viruses.			
8	**-Care of the patient with Diabetes** 1. Describe etiologic factors associated with diabetes. 2. Compare and contrast the signs and symptoms of hypo and hyperglycemia. 3. Discuss the triad of diet, exercise, and medication in the management of patient-centered, compassionate care of the diabetic. 4. Review the trended data for laboratory tests (HbA1c and glucose) from the EMR. 5. Evaluate the management strategies for a person with diabetes to use during "sick days."	H & C: Ch. 51 Meiner: Ch. 25, Pgs. 524-534 **ATI Dosage Calculations and Safe Medication Administration** Case Studies: *Diabetes*	**Class discussion:** Discuss the importance of sick day management Create a care plan for the patient with a HbA1c of 11.8%. Review Table 51-4 Insulin Regimens and discuss mixing different types of insulin for optimal coverage.	**Exam 2 Respiratory, weeks 4-6**
9	**-Care of the patient with Diabetes cont.** 6. Create a patient-centered education plan for insulin self-management. 7. Demonstrate understanding of major complications of diabetes and the self-care behaviors that are important in their prevention. 8. Differentiate between the different categories of insulin (Table 51-3) and different types of oral agents (Table 51-6). 9. Discuss the pharmacological management of oral diabetic medication including the nurse's role in patient/parent education for	H & C: Ch. 51 Meiner: Ch. 25, Pgs. 524-534 **ATI Pharmacology Made Easy** Module: The Endocrine System	Students complete Active Learning Templates: Medication for diabetes	**ATI Learning System Quiz Bank Standard Quiz Fundamentals 2 and Final**

	drug action, side effects, contraindications, and adverse effects.			
10	**-Care of the patient with chronic cardiac conditions (hypertension)** 1. Define and describe care, compassionate care, and care culture. 2. Discuss models of care that may support compassionate care (QSEN-patient-centered care, evidence-based practice). 3. Discuss risk factors for hypertension (Chart 31-1). 4. Differentiate between normal blood pressure and hypertension, discussing the significance of hypertension (Table 31-1). 5. Ensure accurate entries of vital signs in the EMR. 6. Modify treatment approaches for hypertension for the older adult, including lifestyle modifications and medication therapy (Table 31-2). 7. Recognize medication therapy for hypertension and the important serum lab levels to review. 8. Discuss the pharmacological management of cardiac medications including the nurse's role in patient/parent education for drug action, side effects, contraindications, and adverse effects. 9. Examine laboratory and diagnostic tests related to the chronic cardiac conditions.	Barker: Ch. 4 Compassionate Care H & C: Ch. 31 Meiner: Ch.19 pgs. 333-338 **ATI Pharmacology Made Easy** Module**:** The Cardiovascular System	**Small group discussion:** Discuss the components of the 6 C's pg. 72 in the Barker text. Is this feasible in today's nursing practice? Students complete Active Learning Templates for the medications associated with the patient in the cardiovascular case study in Pharm Made Easy.	Quiz on Diabetes **ATI CMS Fundamentals Practice A with Focused Review and Post Study Quiz**
11	**-ECG interpretation** 1. Correlate the components of the normal electrocardiogram (ECG) with the physiologic events of the heart. 2. Analyze elements of an ECG rhythm strip. 3. Examine laboratory and diagnostic tests related to	H & C: Ch. 26 Meiner: Ch. **ATI Dosage Calculations and Safe Medication Administration** Case Studies: *Acute MI*	**Review of ECG rhythms in small groups:** Normal sinus rhythm (NSR) Sinus bradycardia (SB) Sinus tachycardia (ST) Atrial fibrillation (A-fib)	Exam 3 Diabetes and Hypertension

	changes in the cardiac rhythm.		Premature ventricular complex (PVC)	
12	**-Basic ECG cont.** 3. Discuss the ECG as a wave form that represents the cardiac electrical event in relation to the lead (placement of electrodes). 4. Differentiate between the normal ECG and a dysrhythmia. 5. Review telemetry technicians notes on ECG strip in the EMR throughout the shift.		**Review of ECG rhythms in small groups:** Normal sinus rhythm (NSR) Sinus bradycardia (SB) Sinus tachycardia (ST) Atrial fibrillation (A-fib)	**Quiz at end of class on rhythms.**
13	**-Disorders of the eye and ear** 1. Discuss patient-centered, compassionate care for older adults with low vision. 2. Discuss the pharmacologic actions and nursing management of common ophthalmic medications including the nurse's role in patient/parent education for drug action, side effects, contraindications, and adverse effects. 3. Create a patient-centered discharge education plan for patients after ocular surgery. 4. Describe common changes in the ear that affect hearing in older adults. 5. Explain methods used to assess hearing and balance disorders. 6. Differentiate problems of the external ear from those of the middle and inner ear. 7. Apply the nursing process as a framework for compassionate care of patients with vertigo. 8. Examine laboratory and diagnostic tests related to the eyes and ears.	H & C: Ch. 63 Meiner: Ch. Eye-Pg. 312-320 Ear-Pg. 321-329 **ATI Review Module/eBook: Adult Medical Surgical Nursing Chapters 12 & 13**	**Class discussion:** Health promotion of sight and hearing in the older adult. Ensuring safety in the patient room after eye or ear surgery. Students complete Active Learning Templates for the medications used in ophthalmic disorders and a System Disorder for vertigo.	**ATI CMS Fundamentals Practice B with Focused Review and Post-Study Quiz**
14	**-Fluid and electrolyte imbalance and basic Acid/Base balance**	H & C: Ch. 13 Meiner: Pgs. 246-254		**Exam 4 Cardiac conduction, ECG rhythms, and Disorders of the Eye and Ear**

		ATI Video Case Studies *Acid Base Imbalances*		
	1. Recall your understanding of osmosis, diffusion, filtration, and active transport. 2. Differentiate the role of the kidneys, lungs, and endocrine glands in regulating the body's fluid composition and volume. 3. Discuss the effects of aging on fluid and electrolyte regulation. 4. Discuss the pharmacologic actions and medical management and patient-centered care of dehydration or fluid overload including the nurse's role in patient/parent education for drug action, side effects, contraindications, and adverse effects.			
15	**Fluid and electrolyte imbalance and basic Acid/Base balance cont.** 5. Examine the role of the lungs, kidneys, and chemical buffers in the maintaining acid-base balance. 6. Compare and contrast metabolic acidosis and alkalosis considering the cause, clinical manifestations, diagnosis, and patient-centered care. 7. Compare and contrast respiratory acidosis and alkalosis considering the cause, clinical manifestations, diagnosis, and patient-centered care. 8. Consider the basic interpretation of arterial blood gas measurements and other diagnostic and laboratory tests. 9. Accurately records intake and output in the EMR.	H & C: Ch. 13 Meiner: Pgs. 246-254 **ATI Review Module/eBook: Adult Medical Surgical Nursing Chapters 44 & 45**	Students complete Active Learning Templates as they learn the different concepts regarding fluid electrolyte and acid/base imbalances.	**ATI CMS Fundamentals Proctored Assessment with Focused Review and retake, if necessary.**
16	**Comprehensive Exam and Course Wrap-uP**			

Grading Rubric
Concept Map for Perioperative Experience (100pts)

Identify the underlying pathophysiology that is causing the need for the surgical procedure.
Are there biopsychosocial, cultural, or religious needs or preferences that could cause challenges for this patient? What should the outcome of the surgical procedure be if all goes well. What does the recovery entail for this patient? What is the priority nursing diagnosis for this patient?

Criteria	Excellent 25pts	Very Good 20pts	Good 15pts	Needs improvement 10pts	Assigned points
Concepts Pathophysiology leading to surgical need	Most concepts and all significant concepts selected and they clearly relate to the topic Arrangement of concepts demonstrates complete understanding of subordinate conceptual relationships	Most concepts relating to topic were selected Arrangement of concepts demonstrates an understanding of subordinate conceptual relationships	Minimal but acceptable number of concepts selected, with some relationship to the topic Arrangement of concepts demonstrates simple understanding of subordinate conceptual relationships	Insufficient number of concepts selected relating to topic Arrangement of concepts illustrates no understanding of conceptual relationships	/25

| Hierarchical Structure

Surgical outcome	Concepts connected in a hierarchical structure leading to more specific concepts	Concepts connected in a hierarchical structure	Limited hierarchical structure used	Concepts are displayed in a linear sequence. Little or no sense of hierarchical structure	/25
Linkages

Recovery | All relationships indicated by a connecting line and accurately labeled with appropriate linking words

Linking words are expressive and purposeful | Most relationships indicated with a connecting line and labeled with linking words

Linking words are accurate and varied | Straightforward relationships connected with linking words

Linking words show variety | Some basic relationships indicated by connected lines

Linking words are simple and repetitive | /25 |
| Crosslinks

Biopsychosocial, cultural, religious needs and preferences | Cross links show complex relationships between two or more distinct segments of the concept map. | Cross links used to reflect straightforward connections | Few cross links are used to illustrate minimal connections | Cross links not used | /25 |

Developed by Shirley Smith and Bev Elaschuk retrieved from
https://www.pinterest.es/pin/72128031508265991/?amp_client_id=CLIENT_ID(_)&mweb_unauth_id=&amp_url=https%3A%2F%2F www.pinterest.es%2Famp%2Fpin%2F72128031508265991%2F&amp_expand=true

Clinical syllabus (135hrs)

Faculty: TBD
Clinical Site: TBD
Faculty: TBD
Phone: TBD
Email: TBD
Office hours: TBD

Clinical objectives:
1. Refine head to toe assessment on patients with chronic conditions.
2. Construct patient-centered plans of care with the assistance of faculty that identify the priority nursing diagnosis.
3. Recall BPC2725 in regards to safe medication administration.
4. Prepares and administers medication to patient under direct supervision of clinical faculty.
5. Compares multiple points of data in critical thinking process for patients with acute conditions.
6. Evaluate time management and organization skills to assess where changes need to occur.

*After skills lab for medication administration and hospital orientation (24hrs), students will spend five (5) eight hour shifts (30 min lunch and two 15 min breaks) and six (6) twelve hour shifts (30 min lunch and two 15 min breaks). All shifts will include a 15 min preconference and an hour post-conference, location to be determined. Total clinical hours include 25% non-direct patient care.

Textbook: Clinical Nursing Skills & Techniques (Potter)
ATI Skills Videos, practice tests
Clinical schedule:

Week	Patient assignment	
1 6:45-15:30	***Medication administration in Skills Lab***	Bring Nurse Bag and Skills textbook Potter: Units 8, 10
2 6:45-15:30	***Medication administration in Skills Lab***	Bring Nurse Bag and Skills textbook Potter: Units 8, 10
3 6:45-15:30	***Hospital orientation*** ***Tour of hospital*** ***Scavenger Hunt***	
4 6:45-15:30	**Patient care:** Observation only, pair with RN	Preconference 6:45-7:00 Lunch at your convenience but prior to 13:00, notify RN Post-conference 14:30-15:30
5 6:45-15:30	**Patient care:** Surgical patients and patients with respiratory conditions ***2 students to surgery*** ***2 students to Ridley-Tree Wound Center***	Preconference 6:45-7:00 Lunch at your convenience but prior to 13:00, notify RN Post-conference 14:30-15:30 Allow pairs of students to care for one patient if applicable.
6 6:45-15:30	**Patient care:** Surgical patients and patients with respiratory conditions ***2 students to surgery*** ***2 students to Ridley-Tree Wound Center***	Preconference 6:45-7:00 Lunch at your convenience but prior to 13:00, notify RN Post-conference 14:30-15:30
7 6:45-15:30	**Patient care:** Surgical patients, patients with respiratory conditions, and patients with diabetes ***2 students to surgery*** ***2 students to Ridley-Tree Wound Center***	Preconference 6:45-7:00 Lunch at your convenience but prior to 13:00, notify RN Post-conference 14:30-15:30
8	**Patient care:**	Preconference 6:45-7:00

6:45-15:30	Surgical patients, patients with respiratory conditions, and patients with diabetes ***2 students to surgery*** ***2 students to Ridley-Tree Wound Center***	Lunch at your convenience but prior to 13:00, notify RN Post-conference 14:30-15:30
9 **6:45-19:30**	Surgical patients, patients with respiratory conditions, patients with diabetes, and patients with hypertension and cardiac dysrhythmias	Preconference 6:45-7:00 Lunch at your convenience but prior to 13:00, notify RN Post-conference 14:30-15:30
10 **6:45-19:30**	Surgical patients, patients with respiratory conditions, patients with diabetes, and patients with hypertension and cardiac dysrhythmias	Preconference 6:45-7:00 Lunch at your convenience but prior to 13:00, notify RN Post-conference 18:30-19:30
11 **6:45-19:30**	Surgical patients, patients with respiratory conditions, patients with diabetes, and patients with hypertension and cardiac dysrhythmias	Preconference 6:45-7:00 Lunch at your convenience but prior to 13:00, notify RN Post-conference 18:30-19:30
12 **6:45-19:30**	Surgical patients, patients with respiratory conditions, patients with diabetes, patients with hypertension and cardiac dysrhythmias, and patient with disorders of the eye and ear	Preconference 6:45-7:00 Lunch at your convenience but prior to 13:00, notify RN Post-conference 18:30-19:30
13 **6:45-19:30**	Surgical patients, patients with respiratory conditions, patients with diabetes, patients with hypertension and cardiac dysrhythmias, and patient with disorders of the eye and ear	Preconference 6:45-7:00 Lunch at your convenience but prior to 13:00, notify RN Post-conference 18:30-19:30
14 **6:45-19:30**	Surgical patients, patients with respiratory conditions, patients with diabetes, patients with hypertension and cardiac dysrhythmias, patient with disorders of the eye and ear, and patients with fluid and electrolyte and ABG disorders	Preconference 6:45-7:00 Lunch at your convenience but prior to 13:00, notify RN Post-conference 18:30-19:30
15 **6:45-13:00**	**Patient care:** Surgical patient, patient with respiratory conditions, patients with disorders of the eyes or ears, diabetes, hypertension or on telemetry	Preconference 6:45-7:00 13:00 Celebratory Lunch
16	**Course Wrap-up, Clinical Evaluations**	