

New Course Proposal Checklist

Submission Date: 10/31/2021
 Department: Nursing
 Course Title: NUR270 Intermediate 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	
NA	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) Varying semesters over the 16 month program	
	Resources application: Check the appropriate box:	
X	- staffing requirements (adjunct)	
X	- IT resources	
	- other resources such as equipment, space, lab resources	
NA	<i>Attached Letter /Email from Provost if resources are required</i>	
NA	<i>Library resources : Attached Letter/Email from the Library Director or Associate Library Director if resources are required</i>	
NUR270	Requested Course number: Final determination by the Registrar upon consultation with the Department Chair	

Dr. Carol Velas

10/31/2021

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

NUR270 Intermediate Medical/Surgical/Geriatric is a 6-unit course with 3 units of theory and 3 unit of clinical (135hrs) placed in the third semester. This is the third course in a four-part 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 use the knowledge and experience they have refined to make critical judgements using evidence-based practice to care for patients with acute conditions involving the cardiac, genitourinary, gastrointestinal, hematological, and orthopedic injuries and conditions in the acute care setting. The clinical settings for this course will occur at Santa Barbara Cottage Hospital in the acute care and ambulatory settings.

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 third semester.

Westmont catalog course description

Intermediate medical/surgical/geriatric nursing is the third in a four-part series of courses that concentrates on the medical/surgical and geriatric care for patients with

acute conditions involving the cardiac, genitourinary, gastrointestinal, hematological, and orthopedic injuries and conditions. Students will begin to manage patient care on the interprofessional healthcare team, refine their clinical judgement, and effectively communicate with the patient and their support system with discharge planning.



NUR270 Intermediate Medical/Surgical Nursing

2022

NUR270 Intermediate Medical/Surgical 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

Intermediate medical/surgical/geriatric nursing is the third in a four-part series of courses that concentrates on the medical/surgical and geriatric care for patients with acute conditions involving the cardiac, genitourinary, gastrointestinal, hematological, and orthopedic injuries and conditions. Students will begin to manage patient care on the interprofessional healthcare team, refine their clinical judgement, and effectively communicate with the patient and their support system with discharge planning.

Instructor's further description

Your knowledge, skills, and attitude will continue to grow and be refined as we continue in the series of Med/Surg/Geriatric courses. You will begin to understand your role as the "manager of care" especially working with the interprofessional team consisting of discharge nurses and care coordinators, respiratory, physical, occupational, recreational therapists, pharmacist, the patient and family and physicians of different specialties.

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.

- I Liberal Education for Baccalaureate Generalist Nursing Practice
- II Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III Scholarship for Evidence-Based Practice
- IV Information Management and Application of Patient Care Technology
- V Healthcare Policy, Finance, and Regulatory Environments
- VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII Clinical Prevention and Population Health
- VIII Professionalism and Professional Values
- 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 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. As the provider and manager of care, modifies plan of care using evidence-based best practices if assessment and diagnostic results change the acute condition of the patient.
2. Advocates for the patients biopsychosocial, cultural, and religious needs and preferences.
3. Effectively communicates with the interprofessional team when managing patient-centered compassionate care in the patient with acute conditions.
4. Continually evaluates the safety of the patient.
5. Examines the use of the electronic medical record (EMR) to track and trend data for clinical judgement and improvement of care.
6. Identifies quality improvement initiatives as important to the best outcomes of patient-centered, compassionate care across the continuum of care regionally, nationally, and globally.
7. Examines medication administration practice to ensure policy adherence and best practices for the safety of the patient.
8. Practices spiritual self-care to replenish energy and compassion for others.

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.	8. Practices spiritual self-care to replenish energy and compassion for others.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform	1. As the provider and manager of care, modifies plan of care using evidence-based best practices if assessment and

clinical judgement for the provision of patient-centered, safe, quality care.	diagnostic results change the acute condition of the patient. 4. Continually evaluates the safety of the patient. 6. Identifies quality improvement initiatives as important to the best outcomes of patient care. 7. Examines medication administration practice to ensure policy adherence and best practices for the safety of the patient.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.	2. Advocates for the patients biopsychosocial, cultural, and religious needs and preferences.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.	3. Effectively communicates with the interprofessional team when managing patient-centered compassionate care in the patient with acute conditions.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.	5. Examines the use of the electronic medical record (EMR) to track and trend data for clinical judgement and improvement of care.
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. Identifies quality improvement initiatives as important to the best outcomes of patient-centered, compassionate care across the continuum of care regionally, nationally, and globally.

Required Textbooks

Title	Author	Publisher	ISBN#
Psychology for Nursing & Healthcare Professional: Developing Compassionate Care	Barker	Sage	9-781473925069
Gerontologic Nursing (6 th ed.)	Meiner & Yeager	Elsevier	9-780323498111
Brunner & Suddarth's Textbook of	Hinkle & Cheever	Lippincott Williams & Wilkins	9-781496355157

Medical-Surgical Nursing (14 th ed.)			
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 (7 th ed.)	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 $\leq 85\%$ 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
8. Practices spiritual self-care to replenish energy and compassion for others.	Lecture, class discussion, and shared experiences	Self-reflection
1. As the provider and manager of care, modifies plan of care using evidence-based best practices if assessment and diagnostic results change the acute condition of the patient.	Lecture, class discussion, shared experiences scaffolding case studies	Quizzes, exams, and through evaluation of clinical practice (Clinical evaluation tool)

<p>2. Advocates for the patients biopsychosocial, cultural, and religious needs and preferences.</p> <p>3. Effectively communicates with the interprofessional team when managing patient-centered compassionate care in the patient with acute conditions.</p> <p>4. Continually evaluates the safety of the patient.</p> <p>5. Examines the use of the electronic medical record (EMR) to track and trend data for clinical judgement and improvement of care.</p> <p>6. Identifies quality improvement initiatives as important to the best outcomes of patient-centered, compassionate care across the continuum of care regionally, nationally, and globally.</p> <p>7. Examines medication administration practice to ensure policy adherence and best practices for the safety of the patient.</p>		
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Class participation = P/NC
 Weekly quizzes 5 x 10pts each = 50pts
 Exams 4 x 100pts each = 400pts Final exam is comprehensive
Comprehensive Final 100pts = 100pts
 Total = 550pts

***Student must pass theory with 75% and “Pass” clinical course 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

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 faculty 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)
4. Assessment Technologies Institute (ATI)

***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, syllabi and clinical			
3	-Cardiovascular management (PVD, PAD, arteriosclerosis, atherosclerosis) 1. Apply assessment parameters appropriate for determining the status of peripheral circulation. 2. Compare and contrast PVD and PAD, their causes, pathophysiologic changes, clinical manifestations, interprofessional management, and prevention (Table 30-1). 3. Evaluate strategies to prevent and treat venous insufficiency, leg ulcers, and varicose veins (Chart 30-5). 4. Discuss the use of Ankle-brachial index in the compassionate care of patients with PAD (Chart 30-1). 5. Document accurate ABI values in the EMR. 6. Create a nursing diagnosis for a patient with PVD (Chart 30-3). 7. Discuss the treatment of Raynaud Phenomenon and Burgers Disease. 8. Discuss the pharmacological management of cardiovascular disorders including the role of the nurse in educating the patient/support system.	H & C: Ch. 30 Meiner: CH.19, pgs. 353-360 ATI Pharmacology Made Easy: Cardiovascular System module	Small group activity: Discuss the modifiable and nonmodifiable risk factors for atherosclerosis and PAD. -PAD, PVD worksheet	

	9. Evaluate laboratory and diagnostic test for the patient with cardiovascular conditions.			
4	<p>-Cardio-vascular management (DVT, leg ulcers, MI)</p> <p>1. Describe a DVT and its cause, pathophysiologic changes, clinical manifestations, interprofessional management, and prevention (Table 30-2).</p> <p>2. Compare DVT medication management while patient is in-patient versus out-patient (Chart 30-10).</p> <p>3. Evaluate the PTT value in the EMR prior to administering anticoagulants.</p> <p>4. Compare the pathophysiology, clinical manifestations, and treatment of angina pectoris (Chart 27-5) versus myocardial infarction (Chart 27-6, 27-7, Chart 27-9).</p> <p>5. Create an interprofessional evidence-based plan of care for the patient with acute myocardial infarction.</p> <p>6. 9. Evaluate laboratory and diagnostic test for the patient with MI.</p> <p>7. Manage the older adult with MI according to their specific needs.</p> <p>8. Discuss the pharmacological management of myocardial infarction including the role of the nurse in educating the patient/support system.</p> <p>9. Consider the importance of cardiac rehabilitation.</p>	<p>H & C: Ch. 30</p> <p>Meiner: CH. 17 pgs. 290-292 and 343</p>	<p>-DVT case study</p> <p>Small group discussion: Complete the Critical thinking exercise #2 at the end of the chapter. Be prepared to explain your answers.</p> <p>ATI Dosage Calculations and Safe Medication Administration Case Study: Acute MI</p>	
5	<p>-Nutrition (oral and parenteral feeding) and Liver disease</p>	<p>Barker: Ch. 5</p> <p>H & C: Ch. 44, 49</p>	<p>Class discussion: Discuss the components of "person-centered"</p>	<p>Quiz-weeks 1 & 2</p>

	<ol style="list-style-type: none"> 1. Discuss what it is to be “person-centered.” 2. Explore the significance of person-centered approaches in contemporary society. 3. Differentiate between the various factors that influence nutritional risk in older adults. 4. Describe the importance of the interprofessional team in managing nutritional support in the older adult. 5. Discuss the purposes, management of, and types of enteral and parenteral nutrition support (Table 44-1). 6. Evaluate the patient-centered nursing interventions used to prevent complications (Chart 44-1, Table 44-3) from enteral and parenteral nutrition support. 7. Analyze safety measures to decrease the risk of aspiration from tube feedings (Chart 44-2). 8. Create a patient-centered safety plan when initiating and maintaining parenteral nutrition. Ensure accurate and relevant documentation in the EMR. 9. Compare and contrast the care, maintenance, and complications of central versus peripherally inserted catheters for parenteral nutrition use (Table 44-5). 10. Compare the various types of hepatitis and their causes, prevention, clinical manifestations, patient-centered, compassionate care, prognosis and home health care needs. 11. Discuss the pharmacologic management of hepatitis including the role of the 	<p>Meiner: Ch. 9, 21 pgs.414-419</p> <p>ATI:</p>	<p>care on pg. 102 in Barker text.</p> <p>Small group discussion: Ethical decision-making Read and discuss the Ethical Dilemma in Ch. 44 (Chart 44-4)</p> <p>ATI Skills Modules Enteral Tube Feeding Virtual Client: Nutrition</p> <p>Class discussion on the quality measure: Prevention of CVC related bloodstream infections.</p>	
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	nurse in educating the patient/support system. 12. 9. Evaluate laboratory and diagnostic test for the patient with liver disease.			
6	<p>-Hematology (Anemia, SS)</p> <p>1. Differentiate between the hypoproliferative and the hemolytic anemias and compare and contrast the physiologic mechanisms, clinical manifestations, medical management, and nursing interventions for each.</p> <p>2. Apply the nursing process as a framework for patient-centered care of patients with sickle cell anemia and sickle cell crises.</p> <p>3. Discuss the pharmacological management of sickle cell disease including the role of the nurse in educating the patient/support system.</p> <p>4. Discuss iron deficiency anemia in the older adult.</p> <p>5. Review trended RBC data in the EMR to make informed clinical decisions.</p>	<p>H & C: Ch. 33</p> <p>Meiner: Ch. 19 pgs. 358-360</p> <p>ATI:</p>	<p>Class discussion: Discuss the psychological impact of long-term hospitalization and care of young patients with sickle-cell disease.</p> <p>Complete ALT System Disorder for Sickle Cell Disease</p>	Exam 1 (weeks 1, 2 & 3)
7	<p>-Hematology (blood transfusion)</p> <p>1. Discuss nursing implications for the safe administration of blood components.</p> <p>2. Construct own routine for the safeguards of patient blood products transfusion.</p>	<p>H & C: Ch. 32 (blood transfusion information)</p> <p>ATI Skills Module Blood Administration</p>	<p>Small group discussion: Discuss the consequence of administering the wrong blood product to a patient. Consider how you will safeguard this.</p> <p>ATI Skills Module Virtual Client: Blood Transfusion</p>	Quiz-week 3
8	<p>-GU (cystitis, pylo, Acute renal failure)</p> <p>1. Demonstrate understanding of the role of the kidneys in regulating fluid and electrolyte balance, acid-base balance, and related nursing implications.</p>	<p>H & C: Ch. 53, 55</p> <p>Meiner: Ch. 22</p> <p>ATI Skills Module Urinary Elimination</p>	<p>Class discussion: CAUTI as a quality measure</p> <p>ATI Skills Module Urinary Elimination: Practice Challenges</p>	Exam 2 (weeks 4-5)

	<p>2. Discriminate between normal and abnormal assessment findings of upper and lower urinary tract function.</p> <p>3. Discuss how aging affects normal bladder function.</p> <p>4. Evaluate laboratory and diagnostic test for the patient with GU conditions/infection.</p> <p>5. Construct a patient-centered plan of care for the male patient with benign prostatic hypertrophy.</p> <p>6. Analyze factors contributing to upper and lower urinary tract infections (Chart 55-2, 55-3).</p> <p>7. Apply the nursing process as a framework for the patient-centered, compassionate care of the patient with kidney stones.</p> <p>8. Discuss the pharmacological management of urinary tract infections including the role of the nurse in educating the patient/support system. (Table 55-1) and urinary incontinence or retention.</p> <p>9. Differentiate the patient-centered, compassionate care of the patient presenting with upper UTI versus lower UTI.</p> <p>10. Evaluate the quality core measure for catheter assisted urinary tract infections (CAUTI) in the clinical setting. Use the trended information in the EMR to ensure best practices.</p>			
<p>9</p>	<p>-GU (chronic renal failure, dialysis)</p> <p>1. Explain the pathophysiology, clinical manifestations, medical management, and nursing</p>	<p>H & C: Ch. 54</p> <p>Meiner: Ch. 22</p> <p>ATI:</p>	<p>Class discussion: What are the potential risks of urinary and kidney dysfunction for aging patients?</p>	<p>Quiz-week 6</p>

	<p>management for patients with kidney disorders.</p> <p>2. Differentiate between the causes of chronic kidney disease (CKD) and acute kidney injury (AKI).</p> <p>3. Discuss the effects of normal aging on renal function.</p> <p>4. Evaluate laboratory and diagnostic test for the patient with chronic kidney disease.</p> <p>5. Compare and contrast the renal replacement therapies, including hemodialysis, peritoneal dialysis, continuous renal replacement therapies, and kidney transplantation.</p> <p>6. Demonstrate understanding of the patient-centered nursing care of the patient on dialysis as an inpatient.</p> <p>7. Discuss the pharmacological management of chronic kidney disease including the role of the nurse in educating the patient/support system. Track the BUN and Creatinine levels in decision making regarding medication administration.</p> <p>8. Apply the nursing process as a framework for care of the patient undergoing urinary diversion surgery.</p>		<p>What are your patient-centered considerations for the aging patient with dementia?</p>	
<p>10</p>	<p>-GI (upper: oral cancer, esophagitis, GERD, ulcers, gallbladder, and gastric cancer)</p> <p>1. Compare the etiology, clinical manifestations, and patient-centered care of acute gastritis, chronic gastritis and peptic ulcer.</p> <p>2. Discuss the nursing management of the patient with appendicitis, diverticular disease, and intestinal obstruction.</p>	<p>H & C: Ch. 43, 46</p> <p>Meiner: Ch. 21</p> <p>ATI:</p>	<p>Class discussion: Compare and contrast the step up versus step down pharmacologic management of GERD.</p>	<p>Exam 3 (weeks 6-7)</p> <p>ATI CMS Adult Med Surg Practice A with Focused Review and post-study quiz</p>

	<p>3. Review trended WBC in EMR to make informed clinical judgements.</p> <p>4. Discuss the patient-centered, compassionate care of patient with cancer of the oral cavity.</p> <p>5. Discuss the pharmacological management of disorders of the upper GI system including the role of the nurse in educating the patient/support system.</p> <p>6. Identify various disorders of the esophagus and their clinical manifestations and management.</p>			
11	<p>-GI (lower: IBS, Crohns, Ulcerative colitis, ABO, colon cancer, ostomies)</p> <p>1. Compare and contrast the patient-centered, compassionate care of patients with Crohn’s disease and Ulcerative Colitis.</p> <p>2. Evaluate the diagnostic tests needed to rule out acute bowel obstruction.</p> <p>3. Create a discharge plan for patient with a new ostomy.</p> <p>4. Discuss the pharmacological management of lower GI disorders including the role of the nurse in educating the patient/support system.</p> <p>5. Apply the nursing process to the patient-centered care of the patient with colorectal or anorectal cancer.</p> <p>6. Identify members of the interprofessional team you would consult with to help craft the most appropriate patient-centered plan of care.</p>	<p>H & C: Ch. 43, 47</p> <p>Meiner: Ch. 21</p> <p>ATI:</p>	<p>Class activity: Work with the ostomy cart in the skills lab.</p>	
12	<p>-Ortho (soft tissue, fx, amputation)</p> <p>1. Explore the social world in which emotional</p>	<p>Barker: Ch. 8 Emotional Intelligence</p>	<p>Small group discussion: Read the case study of David and Tomo on pg. 183. Which of</p>	<p>Quiz-week 8 & 9</p> <p>ATI CMS Adult Med Surg Practice B with</p>

	<p>intelligence has become necessary.</p> <p>2. Differentiate between contusions, strains, sprains, dislocations, and subluxations.</p> <p>3. Analyze the signs and symptoms of an acute fracture.</p> <p>4. Use the nursing process as a framework for patient-centered, compassionate care of the older adult patient with a fracture of the hip.</p> <p>5. Examine the evidence of phantom pain in the patient with amputation.</p> <p>6. Compare and contrast the patient-centered care regarding the management of a cast, splint, or brace.</p> <p>7. Discuss the emergent care of compartment syndrome.</p> <p>8. Compare the patient-centered needs of the patient undergoing total hip arthroplasty with those of the patient undergoing total knee arthroplasty, including the interprofessional team.</p> <p>9. Evaluate different diagnostic exams in the EMR and which is more accurate than the other.</p> <p>10. Apply the nursing process as a framework for patients needing to use assistive devices for ambulation including the role of the interprofessional team.</p> <p>11. Discuss the pharmacological management of soft tissue disorders including the role of the nurse in educating the patient/support system.</p>	<p>H & C: Ch. 39 (review), 40, , 42</p> <p>Meiner: Ch. 23</p> <p>ATI Skills Module: Mobility</p>	<p>the two young men are exhibiting emotional intelligence? How do you recognize this?</p> <p>Skills Lab: Practice teaching crutch walking and other assistive devices. Review the use of an abductor pillow and CPM machine.</p> <p>ATI Skills Module Mobility Practice Challenges</p>	<p>Focused Review and post-study quiz</p>
13	<p>Ortho (rheumatoid arthritis, systemic lupus erythematosus (SLE), Osteoarthritis, osteoporosis, osteomyelitis)</p>	<p>H & C: Ch. 38, 41</p> <p>Meiner: Ch. 23</p>	<p>Class activity: Unraveling case study of "Ann, the skier"</p>	<p>Exam 4 (weeks 8 & 9)</p>

	<ol style="list-style-type: none"> 1. Discuss the assessment and diagnostic findings seen in patient with rheumatoid arthritis. 2. Consider the pharmacologic management of rheumatoid arthritis. Review kidney function lab results in the EMR to make informed clinical judgements. 3. Examine the different of osteoarthritis from rheumatoid arthritis. 4. Compare and contrast the patient-centered, evidence-based, compassionate nursing care of patient with osteo and rheumatoid arthritis. 5. Discuss the patient-centered, compassionate, interprofessional care of the patient with SLE. 6. Discuss the pathogenesis, prevention, and patient-centered compassionate care of patients experiencing osteoporosis. 7. Examine the causes and related management of patient with osteomalacia. 	<p>ATI:</p>	<p>Discuss the immunologic management of DMARDS and immunosuppressives.</p>	
<p>14</p>	<p>-Burns</p> <ol style="list-style-type: none"> 1. Explain factors that affect the severity of burn injuries. 2. Describe the local and systemic effects of a major burn injury. 3. Compare priorities of care and potential complications for each phase of burn recovery. 4. Evaluate laboratory and diagnostic test for the patient with varying degree's of burns. 5. Plan fluid replacement requirements during the emergent/resuscitative phase of a burn injury. 6. Analyzes electrolyte values in EMR to make 	<p>H & C: Ch. 62</p> <p>Meiner: Pgs. 188-189</p> <p>ATI:</p>	<p>Small groups: Calculate the fluid resuscitative needs of a 60yo. Female, 175# with second-degree and partial third degree burns over 45% of her body.</p> <p>Class discussion: Read the Nursing Research Profile, Chart 62-7. Be prepared to discuss the findings and nursing implications in class.</p>	<p>Quiz-week 10 & 11 ATI CMS Adult Med Surg Proctored Assessment with Focused Review</p>

	<p>informed clinical judgements.</p> <p>-Burn management cont.</p> <p>5. Examine the nurse’s role in burn wound management during the acute/intermediate phase of burn care.</p> <p>6. Appraise the care involved in skin grafting.</p> <p>7. Discuss the pharmacological management of burn injuries at different phases of recovery including the role of the nurse in educating the patient/support system.</p>			
15	<p>-Compensation for abnormal ABGs and Healthcare Transitions</p> <p>1. Discuss the compensatory mechanisms (lungs, kidneys, and chemical buffers) for abnormal ABGs.</p> <p>2. Examine the process of aging on these compensatory measures.</p> <p>3. Discuss the risks associated with hospitalization of older adults.</p> <p>4. Discuss the importance of the assessment of the older adult’s baseline functional status.</p> <p>5. Differentiate the categories and types of home care organizations in existence.</p> <p>6. Analyze the philosophy of hospice care and how it differs from traditional home health care.</p>	<p>H & C: Ch. 13</p> <p>Meiner: Ch. 26</p> <p>ATI:</p>	<p>Prior to class:</p> <p>Find a residential care facility in your city that provides different levels of care. What is their nursing model? How many RNs are employed each shift and what is their main responsibility?</p> <p>How many homecare agencies in your town provide Hospice care?</p> <p>Engage Fundamentals End Of Life Care (EOL) Clinical Judgment Concept Map Activity</p>	<p>Exam 5 (weeks 10-13)</p>
16	<p>Comprehensive Final Exam including ABGs</p>			

Clinical Information

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

Clinical objectives:

1. Provides safe, quality, patient-centered compassionate care for 2-3 patients with acute conditions by midterm. 3-4 patients after midterm.
2. Demonstrates a safe routine when administering medications. Available to clinical faculty 15 min. prior to medication time for safety check and review.
3. Analyzes serial lab and diagnostic results for all patients in your care.
4. Evaluates a priority goal for each patient each day and works on reaching that goal during shift.
5. Summarizes the patient report using SBAR and reports off to RN prior to end of shift.
6. Refine critical thinking by asking why and reviewing labs and other diagnostic results comparing them to the patient condition.

Clinical schedule:

Week	Patient care focus	Preconference Lunch Post-conference
1 6:45- 19:30	Hospital Orientation, medication proficiency exam.	Location TBD
2 6:45- 19:30	Cardiac Post-conference: ECG strips	Location TBD
3 6:45- 19:30	Cardiac, Nutrition and Hematology Post-conference: ECG strips and parenteral formulas	Location TBD
4 6:45- 19:30	Cardiac, Nutrition and Hematology Post-conference: RBC and indices of 4 patients	Location TBD
5 6:45- 19:30	Cardiac, Nutrition and Hematology Post-conference: Complications of tube feedings	Location TBD
6 6:45- 19:30	Cardiac, Nutrition, Hematology, and GU Post-conference: CAUTI policy/protocol	Location TBD
7 6:45- 19:30	Cardiac, Nutrition, Hematology, and GU	Location TBD
8 6:45- 19:30	Cardiac, Nutrition, Hematology, GU, and GI Post-conference: Bowel rest	Location TBD
9 6:45- 19:30	Cardiac, Nutrition, Hematology, GU, and GI Post-conference: TPN policy/protocol	Location TBD
10 6:45- 19:30	Cardiac, Nutrition, Hematology, GU, and GI Post-conference: Religious beliefs regarding blood transfusions	Location TBD
11 6:45- 19:30	Cardiac, Nutrition, Hematology, GU, GI, and Ortho Post-conference: Physical therapy (speaker)	Location TBD
12 6:45- 19:30	Cardiac, Nutrition, Hematology, GU, GI, Ortho, and Burns Post-conference: CPM machine	Location TBD
13 6:45- 19:30	Cardiac, Nutrition, Hematology, GU, GI, Ortho, and Burns	Location TBD

	Post-conference: Hyperbaric chamber for burn tissue healing	
14 6:45- 19:30	Cardiac, Nutrition, Hematology, GU, GI, Ortho, Burns, and ABGs Post-conference: radial artery use for ABG	Location TBD
15 6:45- 13:00 13:00- 15:00	Cardiac, Nutrition, Hematology, GU, GI, Ortho, Burns, and ABGs Celebratory Lunch in Santa Barbara	Location TBD Celebratory Lunch
16	Course wrap-up and clinical evaluations	