

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE OVERVIEW  
Spring, 2015**

**COURSE NUMBER:** NUR 4716

**COURSE TITLE:** Acute Care in Nursing Situations with Adults and Aging Populations

**COURSE FORMAT:** Live, Web assist

**CREDIT HOURS:** 4 credits

**COURSE SCHEDULE:** \*\*\*\*\* , Boca (\*\*\*\*\*), NU 202.

**PLACEMENT IN CURRICULUM:** Required course

**PREREQUISITES:** Prerequisite NUR 3262, NUR 3262L

**COREQUISITES:** NUR 4716L

**FACULTY:** Name and credentials:  
Title:  
Office Location:  
Phone:  
E-mail

**OFFICE HOURS:** Day of week X-X PM

**COURSE DESCRIPTION:**

Concepts and theories to nurture wholeness of adults and aging populations with acute alterations in health are examined. Focus is placed on co-creating caring environments with interprofessional teams supporting a culture of quality and safety. Emphasis is placed on use of best evidence to facilitate achievement of outcomes across settings.

**COURSE OBJECTIVES:** Upon completion of NUR 4716, the student will be able to create caring nursing responses in:

**Becoming competent**

1. Integrate multiple ways of knowing to create nursing responses in acute nursing situations. (PO 2, 3, 8; Essentials I, II, IX).
2. Apply evidence-based and reflective practice to improve patient care outcomes in acute nursing situations. (PO 2, 3, 6, 8; Essentials I, III, IX).

3. Design person-centered care that reflects an understanding of human development, pathophysiology, pharmacology, interprofessional and nursing management for adults and aging populations across settings. (PO1, 2, 3, 4, 5, 8, 9; Essential I, II, VII, IX).

#### **Becoming Compassionate**

4. Use knowledge of cultural, ethical, legal, and spiritual influences in co-creating care for adults and the aging in acute nursing situations. (PO 1, 2, 3, 4, 5, 8, 9; Essentials I, II, VII, IX).
5. Describe the ethical use of technology and information systems to inform the delivery of acute care enhancing quality and safety in adults and older adults. (PO 2, 3, 4, 6, 7, 8, 9; Essentials I, II, IV, VII, IX).

#### **Demonstrating comporment**

6. Discuss the importance of cultural competence in healthcare delivery with respect to health promotion and illness prevention in adults. (PO 1, 2, 3, 4, 5, 8, 9; Essential I, VIII, IX).
7. Describe the creation of a caring environment that honors the dignity of persons and demonstrates respect for all. (PO 2, 3, 4, 5, 8, 9, 10; Essential I, II, III, IV, VI, VII, VIII, IX).

#### **Becoming confident**

8. Describe personal accountability in collaborating with the interprofessional team to enhance outcomes of care in acute adult nursing situations. (PO 1, 2, 3, 4, 5, 6, 8, 9, 10, 11; Essential I, II, III, IV, VI, VII, IX).
9. Apply professional nursing judgment to acute care nursing situations evidencing the use of standards of care, clinical reasoning, prioritization, and delegation skills. (PO 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Essential I-IX).

#### **Attending to conscience**

10. Promote a culture of safety and quality outcomes for adults, older adults, and families across acute healthcare settings. (PO 2, 3, 4, 5, 6, 8, 9, 10; Essential I, II, III, IV, V, VI, IX).
11. Evaluate the healthcare needs of the adult during acute illness to ensure a safe environment in variety of settings. (PO 2, 3, 4, 5, 7, 8, 9; Essential I, II, III, IV, VI, VII, IX).

#### **Affirming commitment**

12. Develop evidence-based nursing responses relevant to the care of adults and older adults in acute care nursing situations. (PO 2, 3, 4, 5, 6, 8, 9; Essential I, II, III, VIII, IX).
13. Demonstrate commitment to nurturing the wholeness of others using reflective, evidence-based practice in acute care nursing situations. (PO 1, 2, 3, 4, 5, 6, 8, 9, 12; Essential 1- IX).

### **TEACHING LEARNING STRATEGIES:**

Teaching strategies include lecture, analysis of nursing situations/responses, discussion, readings, films, guest lectures and independent study.

**GRADING AND EVALUATION METHODS:**

Assignment:	Percent of total grade	Date due/given
Class Preparation/Participation	10%	
Exam I	20%	
Exam II	20%	
Exam III	20%	
Exam IV	20%	
Practice protocol reviews	<u>10%</u>	
	100%	

**GRADING SCALE:** A grade below C is not passing in the Undergraduate program.

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0 – 59 = F

**REQUIRED TEXTS:**

Ignatavicius, D. & Workman, L. (2012). *Medical-Surgical Nursing: Patient-Centered Collaborative Care* (7th Ed.). St. Louis: Saunders Elsevier. ISBN (single volume) 978-1-4377-2801-9 or ISBN (2 volume set) 978- 1-4377-2799-9

**RECOMMENDED TEXTS:**

Lehne, R. A. *Pharmacology for Nursing Care* (7<sup>th</sup> ed). Philadelphia: Saunders. ISBN-978-1-4160-6249-3.

Smith, S.F., Duell, D.J., Martin, B.C. (2012). *Clinical Nursing Skills* (8<sup>th</sup> ed.). Prentice Hall Co. ISBN-13:978-0-13-511473-5.

**TOPICAL OUTLINE:**

Caring for persons requiring technological competence  
Caring for persons in acute oxygenation nursing situations  
Care of persons in acute decreased perfusion nursing situations  
Caring for persons in acute oncological nursing situations  
Caring for persons with renal nursing situations  
Caring for persons with acute metabolic/biliary nursing situations  
Caring for persons with acute neurological nursing situations  
Caring for the older adult: Best practices for elder care

### **COURSE ASSIGNMENTS:**

Research 2 practice protocols associated with NUR 4617 content. Write a 1-2 page overview of how you have seen these practices implemented in the acute care setting. Discuss how these standards will shape discharge teaching and transitioning the patient to the community. An example could be telemetry monitoring in the hospital and upon discharge or protocols for VTE, pain management, nutrition, or monitoring critical laboratory data.

### **BIBLIOGRAPHY:**

AACN Practice Alerts on Family Presence During Resuscitation and Invasive Procedures

[www.aacn.org/wd/practice/content/family-presence-practice-alert](http://www.aacn.org/wd/practice/content/family-presence-practice-alert) .

Johns, C. (2005). Reflections on the relationship between technology and caring. *Nursing in Critical Care*, 10(3), 150-155.

Pavilish, C. Brown-Saltzman, K., Hersh, M., Shirk, M., & Roukle, A. (2011). Nursing priorities, Actions, and regrets for ethical situations in clinical practice. *Journal of Nursing Scholarship*, 43(4), 385-5.

### **COLLEGE OF NURSING POLICIES**

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:

[http://nursing.fau.edu/index.php?](http://nursing.fau.edu/index.php?main=3&nav=526)

[main=3&nav=526](http://nursing.fau.edu/index.php?main=3&nav=526)

c). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and

<http://www.fau.edu/regulations>

### **CODE OF ACADEMIC INTEGRITY:**

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

Harsh penalties are associated with academic dishonesty. For more information, see:  
[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

**DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

**INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

**ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

**RELIGIOUS ACCOMMODATION:**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable

opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. **USE OF STUDENT COURSE MATERIAL** The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

**NUR 4716: ACUTE HEALTH NURSING SITUATIONS FOR ADULTS AND THE AGING POPULATION  
SPRING 2014 COURSE CALENDAR**

<p><b>Week 1</b></p>	<p><b>Care of persons in fluid and electrolyte disturbances, acid base imbalances, and in need of infusion therapy nursing situations</b></p> <p>Chapter 13: Assessment and Care of Persons with Fluid and Electrolyte Imbalances  Chapter 14: Assessment and Care of Persons with Acid–Base Imbalances  Chapter 15: Assessment and Care of Persons Needing Infusion Therapy  Chapter 42: Blood Transfusions (page 899)</p> <p><b>Articles:</b>     Understanding metabolic acidosis and alkalosis                        Medication Errors                        Calculating IV Drugs                        The rules of transfusion</p> <p><b>Websites:</b>  <a href="http://www.youtube.com/watch?v=vvGyHBWcQQU&amp;playnext=1&amp;list=PLF392A2DE7B2BD445&amp;feature=results_main">http://www.youtube.com/watch?v=vvGyHBWcQQU&amp;playnext=1&amp;list=PLF392A2DE7B2BD445&amp;feature=results_main</a>  <a href="http://www.youtube.com/watch?v=G7IDP6ygGBE&amp;playnext=1&amp;list=PLF392A2DE7B2BD445&amp;feature=results_video">http://www.youtube.com/watch?v=G7IDP6ygGBE&amp;playnext=1&amp;list=PLF392A2DE7B2BD445&amp;feature=results_video</a>  <a href="http://www.youtube.com/watch?v=FmIEvP_KDLw&amp;playnext=1&amp;list=PLF392A2DE7B2BD445&amp;feature=results_video">http://www.youtube.com/watch?v=FmIEvP_KDLw&amp;playnext=1&amp;list=PLF392A2DE7B2BD445&amp;feature=results_video</a></p> <p><b>Nursing: Library Tutorial</b>  <a href="http://www.library.fau.edu/depts/ref/nursing.htm">http://www.library.fau.edu/depts/ref/nursing.htm</a>  New Libguide on computers, software and other related topics which may also be of interest.  <a href="http://libguides.fau.edu/software-boca">http://libguides.fau.edu/software-boca</a></p> <p><b>Professional Nursing Resources:</b>  Nursing Professional Roles and Responsibilities  Documentation Do's and Don'ts  Unapproved Abbreviations  QSEN Competencies a Bridge to Practice  2014 Hospital National Patient Safety Goals</p> <p><b>Caring Resources:</b>  Reflections on the relationship between technology and caring</p> <p><b>ATI: Practice Assessment: Targeted Medical-Surgical Fluid, Electrolyte, Acid-base</b>  Skills Module: Central Venous Access Devices  Skills Module: Blood Administration</p>
<p><b>Week 2</b></p> <p><b>QUIZ</b></p>	<p><b>Care of persons preoperatively, intra-operatively, and postoperatively in nursing situations</b></p> <p>Chapter 16: Assessment and Care of Persons Going to Surgery  Chapter 17: Assessment and Care of Persons In Surgery  Chapter 18: Assessment and Care of Persons Recovering from Surgery</p> <p><b>Articles:</b> Functional decline in hospitalized older adults  Presentation of illness in older adults</p> <p><b>Handout:</b> Hazards of bed rest</p> <p><b>Websites:</b> <a href="http://consultgerirn.org/">http://consultgerirn.org/</a></p> <p><b>ATI: Practice Assessment: Targeted Medical-Surgical Perioperative</b>  Skills Module: Surgical Asepsis  Skills Module: Wound care</p>

<b>Week 3 QUIZ</b>	<p><b>Care of persons with inflammation, and cancer nursing situations.</b></p> <p>Chapter 19: Assessment and Care of Persons with Inflammation (Immunity)  Chapter 20: Lupus (pg. 343-346) Gout (pg. 349-350)  Chapter 23 Cancer Development  Chapter 24 Care of the Patient With Cancer</p> <p><b>Articles:</b> Pedigree Nomenclature</p> <p><b>ATI:</b> Learning System RN: Oncology</p>
<b>Week 4 EXAM</b>	<p><b>EXAM ONE 20%</b></p> <p><b>Care of persons with infection and hypersensitivity reactions nursing situations</b></p> <p>Chapter 22: Hypersensitivity Reactions  Chapter 25: Assessment and Care of Persons with Infection</p>
<b>Week 5 QUIZ</b>	<p><b>Care of persons with pulmonary/oxygenation nursing situations</b></p> <p>Chapter 29 Assessment of the Respiratory System (review prior to class)  Chapter 30 Oxygen Therapy/Tracheostomy  Chapter 31 Noninfectious Upper Respiratory Problems  ( fractured nose, epistaxis, OSA, head and neck cancer)  Chapter 32 Noninfectious Lower Respiratory Problems  (lung cancer)</p> <p><b>Handout:</b> Respiratory acidosis: Concept Map (pg. 615)  ABG Interpretation</p> <p><b>ATI:</b> COPD (real life medical surgical)  Skills Module: Oxygen Therapy  Skills Module: Airway Management</p>
<b>Week 6 QUIZ</b>	<p><b>Care of persons with pulmonary/oxygenation nursing situations</b></p> <p>Chapter 33 Care of Patients with Respiratory Infections  ( sinusitis, pharyngitis, pneumonia, TB)  Chapter 34 Pulmonary Embolus (pg. 663-669), pneumothorax (pg. 683-684)</p> <p><b>Care of persons in cardiovascular nursing situations</b></p> <p>Chapter 35: Assessment of Cardiovascular Function (review prior to class)  Chapter 36: Dysrhythmias</p> <p><b>Articles:</b> Dysrhythmias that every nurse should recognize  Mission control: Managing Atrial Fibrillation</p> <p><b>Handout:</b> Chest tubes  ECG rhythm interpretation  Telemetry Certification</p> <p><b>Websites:</b>  EKG Strips for NCLEX: <a href="http://www.youtube.com/watch?v=kZ-2NJRa0uw">http://www.youtube.com/watch?v=kZ-2NJRa0uw</a>  <a href="http://www.ekgusa.com/ceol/abgmap/abgindex.html">http://www.ekgusa.com/ceol/abgmap/abgindex.html</a></p> <p><b>ATI:</b> Practice Assessment: Targeted Medical-Surgical Respiratory  Skills Module: Closed chest drainage</p>



<b>Week 7 QUIZ</b>	<p><b>Care of persons in cardiovascular nursing situations</b></p> <p>Chapter 37: Care of Patients With Cardiac Problems (heart failure, pulmonary edema, valvular heart disease, cardiomyopathy)</p> <p><b>Articles:</b> Attacking anterior-wall myocardial infarction in time</p> <p><b>ATI:</b> Learning System RN: Cardiovascular and hematology</p>
<b>Week 8 EXAM</b>	<b>EXAM TWO 20%</b>
	<b>LAST DAY TO DROP WITH A DR GRADE</b>
<b>Week 9</b>	<b>SPRING BREAK (NO Classes)</b>
<b>Week 10 QUIZ</b>	<p><b>Care of persons in cardiovascular nursing situations</b></p> <p>Chapter 38: Care of Patients with Vascular Problems (Arteriosclerosis, Atherosclerosis, PAD, Aneurysm, VTE)</p> <p>Chapter 40: Acute Coronary Syndromes</p> <p><b>Care of person's with acute neurological situations</b></p> <p>Chapter 43 Assessment Neurological System (review prior to class)</p> <p>Chapter 46: Care of Patients with Peripheral Nervous System Disorders (Myasthenia Gravis pg. 991-996)</p> <p><b>ATI:</b> Practice Assessment: Targeted Medical-Surgical Cardiovascular</p>
<b>Week 11 QUIZ</b>	<p><b>Care of person's with vision and hearing nursing situations</b></p> <p>Chapter 47: Care of Patients with a Stroke</p> <p>Chapter 48: Assessment of the Eye and Vision (review prior to class)</p> <p>Chapter 49: Care of Patients with Eye and Vision Problems ( cataract, glaucoma, macular degeneration)</p> <p>Chapter 50: Assessment of Ear and Hearing (review prior to class)</p> <p>Chapter 51: Care of Patients with Ear and Hearing Problems (external otitis, impacted ear canal, otitis media, hearing loss)</p> <p><b>ATI:</b> Practice Assessment: Targeted Medical-Surgical Neurosensory and Musculoskeletal Learning System RN: Neurosensory</p>
<b>Week 12 EXAM</b>	<p><b>EXAM THREE 20%</b></p> <p><b>Care of persons with gastrointestinal/biliary nursing situations</b></p> <p>Chapter 55: GI Assessment (review prior to class)</p> <p>Chapter 57: Care of Patients with Esophageal Problems (GERD, hiatal hernia)</p> <p>Chapter 58: Caring for Patients with Stomach Disorders (gastritis, peptic ulcer disease, gastric cancer)</p> <p><b>ATI:</b> GI Bleed (real life medical surgical)</p>

<b>Week13 QUIZ</b>	<p><b>Care of persons with gastrointestinal/biliary nursing situations</b></p> <p>Chapter 59: Care of Patients with Non-inflammatory Intestinal Disorders (Irritable bowel syndrome, intestinal obstruction, colorectal cancer, colostomy, ileostomy)</p> <p>Chapter 60: Care of Patients with Inflammatory Intestinal Disorders ( Appendicitis, peritonitis, gastroenteritis, ulcerative colitis, Chron's, Diverticulitis)</p> <p>Chapter 61: Care of Patients with Liver Disorders (cirrhosis, hepatitis)</p> <p>Chapter 62: Care of Patients with Biliary and Pancreatic Disorders (cholecystitis, pancreatitis, pancreatic cancer)</p> <p><b>ATI: C-Diff (real life medical surgical)</b> Skills Module: Ostomy care</p>
<b>Week14 QUIZ</b>	<p><b>Care of person's with renal nursing situations</b></p> <p>Chapter 68 Assessment of Renal/Urinary System (review prior to class)</p> <p>Chapter 69 Care of patients with Urinary Problems (UTI, Urolithiasis, Bladder Cancer)</p> <p>Chapter 70 Care of Patients with Renal Disorders (polycystic kidney disease, pyelonephritis, nephrotic syndrome, renal cancer)</p> <p>Chapter 71 Acute Kidney Injury/Chronic Kidney Disease (Peritoneal Dialysis, Hemodialysis)</p> <p><b>ATI: Renal Failure (real life medical surgical)</b> Practice Assessment: Targeted Medical-Surgical Renal and Urinary Learning System RN: Renal and Urinary</p>
<b>Week15 QUIZ</b>	<p><b>Care of persons with endocrine nursing situations</b></p> <p>Chapter 64: Assessment of the Endocrine System (review prior to class)</p> <p>Chapter 65: Care of Patients with Pituitary and Adrenal Gland problems (hypo/hyperpituitarism, Diabetes Insipidus, SIADH, Adrenal insufficiency, Cushing's, pheochromocytoma)</p> <p>Chapter 66: Care of patients with problems of Thyroid and Parathyroid Glands (Hyperthyroidism, Hypothyroidism, Hyperparathyroidism, Hypoparathyroidism)</p> <p><b>ATI: Learning System: Endocrine</b></p>
<b>Week16</b>	<b>ATI Exam</b>
<b>EXAM</b>	<b>EXAM FOUR (20%)</b>

\* Calendar subject to revision



CHRISTINE E. LYNN COLLEGE OF NURSING

### **STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

April 2012