College of Health & Human Services

School of Nursing

NUR 208

Health-Illness Transitions in Chronic Illness

Syllabus--Tucson

Spring 2013

Assessment
Nursing Diagnosis
Setting Goals

Implementation
Evaluation

Didactic Faculty
Lynn Allchin, PhD, CHPN, CNE, RN
Associate Clinical Professor-Tucson
General Course Information

Course Number: NUR 208
Course Title: Health-Illness Transitions in Chronic Illness
Credit Hours: 8 Hours total:
- 4 hours weekly in classroom/theory (4 credits)
- 12 hours weekly in clinical (4 credits)

Day/Time: Lecture and High Fidelity Simulations
- Wednesdays 8am – 4pm
Clinical (Tucson Medical Center)
- Either Mondays or Tuesdays, 6:30am – 7:00pm

Instructor: Lynn Allchin, PhD, CHPN, CNE, RN
Associate Clinical Professor
3895 N. Business Center Drive, Suite 120
Tucson, AZ  85705

Office Phone: 520-879-7952
Email: Lynn.Allchin@nau.edu
Office Hours: Tuesdays 12-3pm, and by appointment

Prerequisites: NUR 205, NUR 214, BIO 320, NUR 215
Corequisites: NUR 390W

Course Description
Focuses on beginning nursing care to promote healthy transitions for individuals exhibiting manifestations of chronic illness in well-defined practice setting. Emphasis is on basic time management concepts and continued development of critical thinking, clinical judgment, and skills.
NAU School of Nursing BSN Learning Outcomes

At the completion of the nursing program, the successful student will demonstrate:
- Clinical Practice and Prevention
- Communication
- Critical Reasoning
- Leadership
- Professionalism and Professional Values
- Global Health

Refer to the BSN student handbook for the specifics for expected level two outcomes (p. 14-15).

Course (NUR 208) Learning Outcomes

At the completion of NUR 208, the successful student will be prepared to:

Clinical Practice and Prevention
- Examine nursing situations using standards of care, critical thinking, clinical reasoning, and evidence-based practice.
- Apply a range of knowledge to promote health and well-being and prevent complications in adults experiencing illness and disease.
- Apply the nursing process to patient learning needs.

Communication
- Demonstrate professional, empathetic and therapeutic communication skills in all learning situations.

Critical Reasoning
- Apply the nursing process as a basis for clinical decision-making.
- Construct and implement safe, effective, patient-centered nursing care using nursing knowledge, information technologies and research evidence.

Leadership
- Explore principles of collaboration and advocacy to safely provide and manage patient care.

Professionalism and Professional Values
- Emulate professional behavior in all learning situations.
- Examine ethical and legal principles and professional standards that are foundations to nursing practice.
- Explore essential elements of caring as they are expressed in holistic patient-centered care.

Global Health
- Discuss the impact of health equity and social justice on nursing and health care in a variety of settings.
Course Structure/Approach

This course is learner centered. The Arizona Board of Regents (ABOR) is committed to providing quality education and programs at Arizona's public universities. This commitment includes placing the student and the learning process at the center of education. The NAU - ABOR link for the definition of Learner Centered Education is as follows: http://www.azregents.edu/specialprogramsandinitiatives/default.aspx

NUR 208 will utilize a variety of approaches to meet the course objectives. These instructional methods may include, but are not limited to the following: lecture, audio-visual material, guided discussion, group work, demonstration and return demonstration, clinical experiences, clinical conferences, role playing, simulations, self-evaluation, computer programs, decision making exercises, written tests and quizzes, and written assignments.

While the faculty will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course and clinical objectives. The clinical experience in this course will be completed at hospitals in Arizona.

Required Textbooks

ALL TEXTBOOKS FROM PREVIOUS NURSING COURSES


Recommended Textbooks


Online Requirements

- Evolve Online Case Studies: https://evolve.elsevier.com/
- Kaplan Resources: https://kaplanlwwtesting.kaplan.com/s_login.aspx
- Blackboard Learn assignments and readings: http://bblearn.nau.edu
EVALUATION METHODS

In order to pass NUR 208, the student must achieve the following:

1. An overall course grade of 78% or higher.
2. A combined average of 78% on all exams, except the Kaplan exam; students who do not achieve a 78% exam average will receive an F for the course.
3. A score of three (3) or higher in all elements of the Clinical Evaluation used for the clinical component of the course.
4. Completion of all required clinical requirements, including, but not limited to, clinical hours, evidence based practice project, care plans, skills check offs, simulation experiences, math exam and additional assignments required by clinical faculty.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Five of six online Evolve Case Studies</td>
<td>10%</td>
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<tr>
<td>Patient education brochure</td>
<td>10%</td>
</tr>
<tr>
<td>Test 1</td>
<td>15%</td>
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<td>Test 2</td>
<td>15%</td>
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<td>Test 3</td>
<td>20%</td>
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<tr>
<td>Comprehensive Final Exam</td>
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<tr>
<td>Kaplan Exam</td>
<td>5%</td>
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<tr>
<td>Clinical evidence based practice project</td>
<td>Pass/Fail</td>
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<tr>
<td>Clinical Assignments</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Math Exam</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Clinical Evaluation Tool</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Clinical Portfolio</td>
<td>Pass/Fail</td>
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<tr>
<td><strong>Total Percentage</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Grading Scale

A = 93 – 100%
B = 84 - 92 %
C = 78 - 83 % (a grade of "C" or above is a passing grade in this course).
F = <78%

**Please Note:** Both the clinical and lecture portions of the course must be passed in order to pass this course and progress to the next nursing course. Tests, projects and written assignments make up the course grade. The clinical portion of this course, NUR 208L, is PASS/FAIL. You must pass the NUR 208L (clinical) portion of NUR 208, as well as the lecture portion, in order to pass Nursing 208. Students who do not pass the clinical component of NUR 208 will receive an F, regardless of the points earned in the theory (lecture) portion of the course.
COURSE POLICIES

Lecture
1. Please see the NAU classroom management statement:
   http://home.nau.edu/studentlife/handbook/appendix_f.asp
2. Lecture materials, articles, and other information may be found on Blackboard Learn or
distributed in class.
3. Professional communication and conduct is expected at all times.
4. Cell phones and pagers are to be turned off for the duration of the class.
5. Lap top or notebook computers can only be used in class for note taking.
6. No children or visitors are allowed in class at any time.
7. It is the student’s responsibility to obtain handouts, lecture notes, and information from
   announcements in the event a class is missed.
8. Students are expected to have read the assigned reading and come to class prepared to discuss
   the topics, and to ask relevant questions concerning content. The instructor may opt to give
   quizzes pertinent to the reading at any time during the course.
9. Students are expected to come to class, clinical, lab, and simulation on time.
10. Assignments are due at 11:55 pm Arizona Time on the date they are due. Assignment due dates
    are printed on the course schedule. Late assignments will not be accepted unless prior
    arrangements have been made with the instructor.
11. *There will be six Evolve online case studies assigned. The lowest case study score will be
    dropped; therefore, only five case studies count toward the case study portion of the grade. The
    first question submission and first score of the case study will be recorded as the grade.
12. No extra credit assignments will be given for this course.
13. Rounding will only be done on the final overall grade. Final grades ≥ 0.5 (must be exactly 0.5 or
    higher) will be rounded up to the next whole number; final grades < 0.5 will be rounded down to
    the next whole number.

Examinations (Other than Kaplan)
1. Students must achieve a combined average of 78% on all exams (except Kaplan) to pass the
course.
2. All exam dates and times are printed on the course schedule.
3. Students will be allotted one and one half (1.5) hours to complete the three major examinations
   and two (2) hours to complete the final examination; this includes bubbling in scantron forms.
4. Students who are late for exams will not be given extra time.
5. No examination or test material will leave the classroom with a student.
6. Any student determined by faculty to have cheated on the exam will receive a score of zero for
   that exam and may be subject to failure from the course.
7. Exams will be given only on the date and time scheduled. Make-up examinations, except for the
   Kaplan, will be provided only in extraordinary circumstances. The Kaplan exam cannot be
   made-up. Students who are absent from an examination for any reason must email the course
   coordinator at least 24 hours prior to the examination. Students who do not contact the instructor
   before an examination will receive a zero for that examination and will not be eligible to take a
   make-up examination except for extreme circumstances. Any make-up exam must be completed
   within two business days of the original exam date or at the discretion of the instructor; the final
   exam must be completed within two business days or by the last day of final exams, whichever
   comes first or students may receive a zero on the exam. Make up tests may be in any form (oral,
   written, essay) over the same objectives as the multiple choice exam.
8. Appointments and individual discussion regarding the exam may not be made on the day of the
   exam.
9. For each exam:
   o Cell phones, beepers and other electronic devices must be turned off during exams.
All books, bags, computers, notes, notebooks, cell phones, water and drink bottles, purses and other personal belongings will be left at the front of or outside the room.

- Hats and caps are not permitted; ear plugs must be approved and inspected by faculty before use.
- Students are expected to stay in the exam room while taking the exam; students may only leave the exam to use the restroom if they have a note from a health care provider.
- Once you have completed the exam, turn in your exam materials and leave the room quietly; please move away from the classroom doors.
- Exams may cover material from lecture, textbooks, articles, handouts, websites, discussions, clinical, lab, previous, and concurrent courses. Math problems may be included on each exam.
- Pencils with erasers scantron forms, and calculators will be provided.
- Exam dates, times, and locations are subject to change.
- Students are strongly encouraged to meet with faculty if they receive C or lower on an exam.

10. The final examination will be comprehensive.

Kaplan Exam

In addition to the classroom examinations, there will also be a Kaplan Comprehensive Course exam which will cover all content covered over the semester. To receive the 5% for the Kaplan exam, students will need to achieve mastery on the exam. Students not achieving mastery will be awarded a zero. Students are required to complete the Kaplan exam. The Kaplan is a highly secured, standardized examination. Therefore, the Kaplan must be taken on the scheduled date and time and cannot be made up. Students should expect to receive 75 questions within a 1.5 hour time frame. The exam is computerized and will be given in the Computer Lab on the N. Business Center Drive campus (our campus)

Assignments

Assignments are due at 11:55 pm Arizona Time on the date they are due or the student will receive a zero for that assignment. Assignment due dates are printed on the course schedule. Late assignments will not be accepted unless prior arrangements have been made with the instructor.

- Online Case Studies: See course schedule for specific assignments and due dates. They are located under the “Case studies”, “Course Documents”, “HESI Case Studies” section on the Evolve website: https://evolve.elsevier.com/staticPages/index.html.

- Patient education brochure – Group project: Students will research and prepare a brochure to provide patient education on a specific illness related topic. Instructions are located within the syllabus. Be sure to complete the entire project.

ALL ASSIGNMENTS AND EXAMS ARE TO BE COMPLETED BY EACH STUDENT INDIVIDUALLY WITHOUT THE HELP OF OTHERS UNLESS SPECIFICALLY IDENTIFIED AS A GROUP PROJECT.
**Math Exam**
The math exam must be passed by week three of the semester. A score of 90% or greater in two (2) attempts is passing. Failure to pass the exam with 90% on the first attempt will result in self remediation. If the exam is not passed after two (2) attempts, the student is not permitted to pass medications in the course and, therefore, is unable to successfully pass the clinical portion of the course. Being unable to pass medications impacts the ability to score “3” or higher on the clinical practice and prevention and/or the critical reasoning strand of the clinical evaluation.

**Northern Arizona University, School of Nursing and NUR 208 Course Policies**
Policies and guidelines in both NUR 208 and 208L course syllabi apply to all aspects of this course. You are responsible for review and compliance with NUR 208, 208L, NAU School of Nursing, and NAU policies. You are also responsible for review and adherence to the professional standards and rules of the Arizona Nurse Practice Act and Board of Nursing, and the American Nurses’ Association Code of Ethics. All policies are described in the NAU School of Nursing BSN Handbook and the NAU Student Handbook. For full handbook descriptions, visit these websites:


**Attendance Policy**
Under NAU Policy, students are expected to attend every session of class in which they are enrolled. Attendance is considered to be essential to the learning process, as the faculty believes that active participation and engagement facilitate learning. As you will be responsible for the content in the lectures, it is to your advantage to attend classes. You are expected to attend **ALL CLINICAL** sessions (this includes hospital experiences, lab sessions, simulations, and pre/post conferences). Failure to attend clinical will prevent you from meeting clinical course objectives. Failure to notify faculty of absence from clinical (including hospital experiences, lab, simulation, and pre/post conference) prior to missing or being late will be considered as unprofessional conduct and will be handled as such. Notification must be made by phone (we do not have access to e-mail at the clinical sites). Being a no call/no show to clinical, lab or simulation is a serious offense and may lead to failure of the clinical portion of course related to accountability and communication.

**Withdrawal Policy**
If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current NAU Schedule of Classes for deadline).
UNIVERSITY POLICIES

Review the following policies available on the Northern Arizona University Policy Statement website (http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html):

1. Safe Environment Policy
2. Students with Disabilities Policy
3. Institutional Review Board Policy
4. Academic Integrity Policy (also see http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf)
5. Academic Contact Hour Policy
6. Sensitive Course Materials Policy

The Impaired Student policy will be strictly adhered to; there will be no tolerance for any evidence of substance abuse.

Classroom Management Statement

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Part of that obligation implies the responsibility of each member of the NAU community to maintain a positive learning environment in which the behavior of any individual does not disrupt the classes for teachers or learners.

Please see the NAU Student Handbook for more information: http://home.nau.edu/studentlife/handbook/appendix_f.asp

Confidentiality Statement

Students must maintain client confidentiality at all times. No discussion regarding clients is acceptable outside the classroom or clinical setting. In clinical conferences and in the classroom references to actual client experiences, do not refer to the patient by name.

You may not remove from the clinical setting ANY part of a medical record even if staff tell you “this is extra” and “you just have to cross out their name” (i.e. medication administration record back-up copies). Client records are not to be photocopied under ANY circumstances. These forms contain other identifying information on them and therefore must stay in the facility to avoid violating patient confidentiality. Students must use caution regarding what is said in halls, elevators and bathrooms.

Failure to adhere to this policy can result in removal from the clinical experience, the course, and/or referral in accordance with the communication of concerns process in the NAU School of Nursing Student Handbook.

See the current NAU School of Nursing Student Handbook for additional information http://jan.ucc.nau.edu/~nurse-p/docs/BSN_Handbook.pdf

Please Note:
- Confidentiality includes discussions within the classroom setting AND simulation.
  - Information shared within the classroom setting needs to remain in the classroom.
Patient Education Brochure Assignment

**Group Assignment:** The course instructor will assign group members and provide a list of topics for this assignment.

**Purpose**
To develop a creative, persuasive, evidence-based, culturally and linguistically appropriate, patient education brochure on a specific topic.

**Quality Patient Educational Materials**
- Are designed to meet patients’ educational needs
- Provide need-to-know information that is essential to the patients’ plan of care
- Promote the active role of patients and families in their care
- Reflect current clinical practice, based on evidence
- Are written in plain language, so that most patients can read, understand and use them – an 8th grade reading level or less
- Are designed with a clear and inviting layout, so that patients can find and learn the information easily
- Provide focused information without overloading the patient

**Target Audience**
Your target audience is adults over the age of 18 who are able to read. Use your creativity to obtain and keep the attention of your audience, effectively communicate the educational material, and enhance compliance with the brochure’s suggestions for health care management. If you choose to use a language other than English, please provide a written translation of the material to assist English speakers to utilize the information also.

**Brochure Directions**

Include in the brochure:
1. Describe and briefly explain an overview of the topic
   a. Most common way this problem occurs (pathophysiology).
   b. Signs and symptoms – clinical manifestations
   c. Expected diagnostic tests and how they are done (as appropriate).
2. Treatment and management of the problem and its complications.
   a. How is this problem treated?
   b. What can the patient do to manage the problem and potential complications at home?
3. Teaching
   a. What does the patient need to learn for management of this problem?
   b. What follow-up care is needed?
   c. What are signs and symptoms of problems that the patient may need to call or come to the hospital/practitioner for?
   d. What monitoring needs to be done?
   e. How are complications prevented?
   f. What resources are available?
4. Two (2) evidence based references in APA format; references should be within 5 years of age.
5. Presentation: 8th grade reading/language (use the SMOG index) skill level, spelling, grammar, creativity

Include separately (typed paper) the following information:

1. Who is the target audience for your teaching brochure?
2. How will you assess readiness, motivation and ability to learn related to your topic?
3. Describe how you would adapt your teaching if you were teaching someone from another culture. Select one culture (ie Hispanic, Somalia, Navajo etc) and discuss how you might need to change your presentation/information.
4. For this specific culture, what might be some barriers? How would you as the nurse minimize these barriers?
5. Reference page in APA format, including at least two (2) evidence based reference within 5 years. (Submit copies of the articles with your paper)
# Evaluation of Group Patient Education Brochure Assignment

Students:

**Topic:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Topic (Brochure)</td>
<td>15</td>
<td></td>
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<tr>
<td>Treatment and Management (Brochure)</td>
<td>15</td>
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<tr>
<td>Teaching (Brochure)</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Level (Brochure)</td>
<td>10</td>
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<tr>
<td>Readiness, Motivation, and Ability to Learn (Paper)</td>
<td>10</td>
<td></td>
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<tr>
<td>Cultural Aspects (Paper)</td>
<td>15</td>
<td></td>
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</tr>
<tr>
<td>Evidence Based Reference/ APA format (Paper)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure Astatically pleasing (Brochure)</td>
<td>10</td>
<td></td>
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</tbody>
</table>

**Additional Comments:**

**Total Points:** 100
<table>
<thead>
<tr>
<th>Week # Date</th>
<th>Topic</th>
<th>Preparation</th>
<th>Clinical and or Skill Lab Mondays or Tuesdays</th>
</tr>
</thead>
</table>
| Wednesdays | See individual weekly objectives listed. | • Evolve (HESI) Case Studies  
• Mosby’s Nsg Video Skills  
• Online Course Fundamentals |  

#1 Jan 16  
Intro to course  
Care of the Peri-operative person  
Lewis Ch 18, 19, & 20  
Mosby’s Nursing Video Skills: Intermediate Skills  
• Preop nsg care  
• Postop nsg care  
**DUE: Tues Jan 22** (no grade attached to this but information is necessary)  
Online Course: Module 6 (IM inj) (no Module Exam)  
**DUE: Jan 20**  

#2 Jan 23  
Peri-op (con’t)  
Pain Management  
Lewis Ch 20  
Lewis Ch 10  
*Syllabus Acknowledgement DUE IN CLASS*  
Mosby’s Nursing Video Skills: Advanced Skills  
• IV Fluid Therapy Admin  
• Management of IV fluid Therapy  
• IV Med Admin  
• Parenteral Nutrition  
• Vascular Access  
**DUE: Sun Jan 27** (no grade attached to this but information is necessary for lab)  
Online Course: all Module Exams  
Open Jan 14 @ 8am  
**DUE: Jan 27 @ 9pm**  
Module 7  
Module 10  
Module 11  
Module 12  
Tuesday 1/22  
M group 8-12  
T group 12:30-4:30  
**NG insertion & care**  
Tube Feeds  
Pain meds  
IM inj  

** for each online Module Exam that is 78% or above, a point will be added to Exam 1 score, up to a maximum of 4 points.  

M: 1/14 or T: 1/15  
JP/Hemovac drains  
Staple removal  
Steri-strips  
Multi-Station Review: Foley insertion, wound care, insulin SC, finger stick, VS, infection control
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
<th>Study Material</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3</td>
<td>Jan 30</td>
<td>Fluid, Electrolyte and Acid/Base Balance</td>
<td>Lewis Ch 17</td>
<td>Dosage Calculation Quiz in class (IV drip rates included)</td>
<td>M: 1/28 or T: 1/29</td>
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<td></td>
<td></td>
<td>Perioperative Case Study (Fundamentals section)</td>
<td>DUE: Sat Feb 2 @ 9pm</td>
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<td>Open: Sat Jan 19 @ 8am</td>
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<td><strong>DUE: Sat Feb 2 @ 9pm</strong></td>
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<tr>
<td>#4</td>
<td>Feb 6</td>
<td>EXAM #1 Weeks 1, 2, 3 &amp; Labs</td>
<td>After exam, work in groups on Patient Education Brochure.</td>
<td></td>
<td>TMC</td>
</tr>
<tr>
<td>#5</td>
<td>Feb 13</td>
<td>Care of the person with Diabetes</td>
<td>Lewis Ch 49</td>
<td>Diabetes Type 1 Case Study (Med-Surg section)</td>
<td>TMC</td>
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<td>Open: Sat Feb 9 @ 8am</td>
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<td><strong>DUE: Sat Feb 16 @ 9pm</strong></td>
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<tr>
<td>#6</td>
<td>Feb 20</td>
<td>Care of the male with reproductive disorders Care of the person with Acute renal conditions</td>
<td>Lewis Ch 55, Lewis Ch 45, 46, 47</td>
<td>Patient Education Brochure DUE in class</td>
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<tr>
<td>#7</td>
<td>Feb 27</td>
<td>Care of the person with chronic renal conditions</td>
<td>Lewis Ch 45, 46, 47</td>
<td>Chronic Kidney Disease Case Study (Med-Surg section)</td>
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<td>Open: Sat Feb 23 @ 8am</td>
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<td><strong>DUE: Sat March 2 @ 9pm</strong></td>
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<tr>
<td>#8</td>
<td>Mar 6</td>
<td>EXAM #2 Weeks 5, 6, &amp; 7</td>
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<td>TMC</td>
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<td>#9</td>
<td>Mar 13</td>
<td>Care of the person with mobility issues</td>
<td>Lewis Ch 62, 63, 64, 65</td>
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<td>TMC</td>
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<tr>
<td>Spring Break</td>
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<tr>
<td>#10</td>
<td>Mar 27</td>
<td>Care of the person with endocrine conditions</td>
<td>Lewis Ch 48 &amp; 50</td>
<td>Osteoporosis Case Study (Med-Surg section)</td>
<td>TMC</td>
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<td>Open: Sat Mar 23 @ 8am</td>
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<td><strong>DUE: Sat March 30 @ 9pm</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment</td>
<td>Due Date</td>
<td>Location</td>
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<tr>
<td># 11 Apr 3</td>
<td>Care of the person with burns. Wound care review</td>
<td>Lewis Ch 25</td>
<td>Thyroid Disorders Case Study (Med-Surg section)</td>
<td>Sat Apr 6 @ 9pm</td>
<td>TMC</td>
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<td>Lewis Ch 13</td>
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<td># 12 Apr 10</td>
<td><strong>EXAM #3</strong>  Weeks 9, 10, &amp; 11</td>
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<td>#13 Apr 17</td>
<td>Care of the person with altered immunity, esp HIV/AIDS &amp; TB</td>
<td>Lewis Ch 14 &amp; 15</td>
<td>HIV &amp; TB Case Study (Med-Surg section) Open Sat Apr 20 @ 9pm</td>
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<td>Lewis Ch 28 pp. 553-557</td>
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<tr>
<td>#14 Apr 24</td>
<td>Care of the person with cancer</td>
<td>Lewis Ch 16</td>
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<td>#15 May 1</td>
<td><strong>Kaplan Exam</strong>  Computer Lab</td>
<td>9am -12pm</td>
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<tr>
<td># 16 May 8</td>
<td><strong>Final Exam</strong>  Comprehensive</td>
<td>9am -12pm</td>
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This schedule may change at any time at the discretion of the instructor.

**LEARNING OUTCOMES**  
**Weekly Objectives**  
**NUR 208 Spring 2013**

**Week #1**  
**Ch 18 Pre-op**

1. Differentiate the common purposes and settings of surgery.
2. Apply knowledge of the purpose and components of a preoperative nursing assessment.
3. Interpret the significance of data related to the preoperative patient’s health status and operative risk.
4. Analyze the components and purpose of informed consent for surgery.
5. Examine the nursing role in the physical, psychologic, and educational preparation of the surgical patient.
6. Prioritize the nursing responsibilities related to day-of-surgery preparation for the surgical patient.
7. Differentiate the purposes and types of common preoperative medications.
8. Apply knowledge of the special considerations of preoperative preparation for the older adult surgical patient.

**Ch 19 Intra Op**

1. Differentiate the purposes of the various areas of the perioperative/surgery department and the proper attire for each area.
2. Differentiate among the roles and responsibilities of the interdisciplinary surgical team.
3. Prioritize needs of patients undergoing surgical procedures.
4. Analyze the role of the perioperative nurse in the management of the patient undergoing surgery.
5. Apply basic principles of aseptic technique used in the operating room.
6. Evaluate the importance of safety in the operating room relative to patients, equipment, and anesthesia.
7. Differentiate the common types of and delivery systems for anesthesia.

Ch 20 Post-op

1. Prioritize nursing responsibilities in admitting patients to the postanesthesia care unit (PACU).
2. Prioritize nursing responsibilities in the prevention of postoperative complications of patients in the PACU.
3. Apply data from the initial nursing assessment to the management of the patient after transfer from the PACU to the general care unit.
4. Explain the etiology and nursing assessment and management of potential problems during the postoperative period.
5. Differentiate discharge criteria from Phase I and Phase II postanesthesia care.

Week #2: Ch 10 Pain Management

1. Define pain.
2. Describe the neural mechanisms of pain and pain modulation.
3. Differentiate between nociceptive and neuropathic types of pain.
4. Explain the physical and psychologic effects of unrelieved pain.
5. Interpret the subjective and objective data that are obtained from a comprehensive pain assessment.
6. Describe effective multidisciplinary pain management techniques.
7. Describe drug and nondrug methods of pain relief.
8. Explain your role and responsibility in pain management.
9. Discuss ethical and legal issues related to pain and pain management.
10. Evaluate the influence of one’s own knowledge, beliefs, and attitudes about pain assessment and management.

Week #3: Ch 17 Fluid and Electrolyte Balance, Acid Base Balance

1. Describe the composition of the major body fluid compartments.
2. Define the following processes involved in the regulation of movement of water and electrolytes between the body fluid compartments: diffusion, osmosis, filtration, hydrostatic pressure, oncotic pressure, and osmotic pressure.
3. Describe the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and collaborative management of the following disorders:
   a. Extracellular fluid volume imbalances: fluid volume deficit and fluid volume excess
   b. Sodium imbalances: hypernatremia and hyponatremia
   c. Potassium imbalances: hyperkalemia and hypokalemia
   d. Magnesium imbalances: hypermagnesemia and hypomagnesemia
   e. Calcium imbalances: hypercalcemia and hypocalcemia
   f. Phosphate imbalances: hyperphosphatemia and hypophosphatemia
4. Identify the processes to maintain acid-base balance.
5. Discuss the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and collaborative management of the following acid-base imbalances: metabolic acidosis, metabolic alkalosis, respiratory acidosis, and respiratory alkalosis.
6. Describe the composition and indications of common intravenous fluid solutions.
7. Discuss types and nursing management of commonly used central venous access devices.

Week #4: Exam
Week #5: Ch 49 Diabetes

1. Describe the pathophysiology and clinical manifestations of diabetes mellitus.
2. Describe the differences between type 1 and type 2 diabetes mellitus.
3. Describe the collaborative care of the patient with diabetes mellitus.
4. Describe the role of nutrition and exercise in the management of diabetes mellitus.
5. Explain the nursing management of a patient with newly diagnosed diabetes mellitus.
6. Describe the nursing management of the patient with diabetes mellitus in the ambulatory and home care settings.
7. Relate the pathophysiology of acute and chronic complications of diabetes mellitus to the clinical manifestations.
8. Explain the collaborative care and nursing management of the patient with acute and chronic complications of diabetes mellitus.

Week #6: Ch 55 Male Reproductive Issues & Acute Renal Conditions

1. Describe the pathophysiology, clinical manifestations, and collaborative care of benign prostatic hyperplasia.
2. Propose the nursing management of benign prostatic hyperplasia.
3. Describe the pathophysiology, clinical manifestations, and collaborative care of prostate cancer.
4. Explain the nursing management of prostate cancer.
5. Specify the pathophysiology, clinical manifestations, and nursing and collaborative management of prostatitis and problems of the penis and scrotum.
6. Explain the clinical manifestations and collaborative care of testicular cancer.
7. Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of problems related to male sexual functioning.
8. Summarize the psychologic and emotional implications related to male reproductive problems.

Ch 46 Renal and Urologic problems

1. Differentiate the pathophysiology, clinical manifestations, collaborative care, and drug therapy of cystitis, urethritis, and pyelonephritis.
2. Explain the nursing management of urinary tract infections.
3. Describe the immunologic mechanisms involved in glomerulonephritis.
4. Differentiate the clinical manifestations and nursing and collaborative management of acute poststrepococcal glomerulonephritis, Goodpasture syndrome, and chronic glomerulonephritis.
5. Describe the common causes, clinical manifestations, collaborative care, and nursing management of nephrotic syndrome.
6. Compare and contrast the etiology, clinical manifestations, collaborative care, and nursing management of various types of urinary calculi.
7. Differentiate the common causes and management of renal trauma, renal vascular problems, and hereditary renal problems.
8. Describe the mechanisms of renal involvement in metabolic and connective tissue disorders.
10. Describe the common causes and management of bladder dysfunctions, particularly urinary incontinence and urinary retention.
11. Differentiate among ureteral, suprapubic, nephrostomy, urethral, and external catheters with regard to indications for use and nursing responsibilities.
12. Explain the nursing management of the patient undergoing nephrectomy or urinary diversion surgery.

Ch 47 Acute and Chronic Kidney Disease

1. Differentiate between acute kidney injury and chronic kidney disease.
2. Identify criteria used in the classification of acute kidney injury using the acronym RIFLE (risk, injury, failure, loss, end-stage kidney disease).
3. Describe the clinical course of acute kidney injury.
4. Explain the collaborative care and nursing management of a patient with acute kidney injury.
5. Define chronic kidney disease and delineate the five stages of chronic kidney disease based on the glomerular filtration rate (GFR).
6. Select risk factors that contribute to the development of chronic kidney disease.
7. Summarize the significance of cardiovascular disease in individuals with chronic kidney disease.
8. Explain the conservative collaborative care for and the related nursing management of the patient with chronic kidney disease.
9. Differentiate among renal replacement options for individuals with end-stage kidney disease.
10. Compare and contrast nursing interventions for individuals on peritoneal dialysis and hemodialysis.
11. Discuss the role of nurses in the management of individuals that receive a kidney transplant.

Week # 7: Ch 47, see objectives above

Week #8 Exam

Week #9: Ch 63 Musculoskeletal Trauma & Orthopedic Surgery

1. Differentiate among the etiology, pathophysiology, clinical manifestations, and collaborative care of soft tissue injuries, including strains, sprains, dislocations, subluxations, bursitis, repetitive strain injury, carpal tunnel syndrome, and injuries to the rotator cuff, meniscus, and anterior cruciate ligament.
2. Relate the sequential events involved in fracture healing.
3. Compare closed reduction, cast immobilization, open reduction, and traction regarding purpose, complications, and nursing management.
4. Summarize the neurovascular assessment of an injured extremity.
5. Explain common complications associated with a fracture and fracture healing.
6. Describe the collaborative care and nursing management of patients with specific fractures.
7. Describe the indications for and the collaborative care and nursing management of the patient with an amputation.
8. Select the types of joint replacement surgery associated with arthritis and connective tissue diseases.

Ch 64 Nursing Management of Musculoskeletal Problems

1. Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of osteomyelitis.
2. Differentiate among the types, pathophysiology, clinical manifestations, and collaborative care of bone cancer.
3. Differentiate between the causes and characteristics of acute and chronic low back pain.
4. Explain the conservative and surgical therapy of intervertebral disk damage.
5. Describe the postoperative nursing management of a patient who has undergone spinal surgery.
6. Specify the etiology and nursing management of common foot disorders.
7. Describe the etiology, pathophysiology, clinical manifestations, and collaborative and nursing management of osteomalacia, osteoporosis, and Paget’s disease.

Ch 65 Arthritis & Connective Tissue Disorders

1. Compare and contrast the sequence of events leading to joint destruction in osteoarthritis and rheumatoid arthritis.
2. Detail the clinical manifestations, collaborative care, and nursing management of osteoarthritis and rheumatoid arthritis.
3. Summarize the pathophysiology, clinical manifestations, collaborative care, and nursing management of ankylosing spondylitis, psoriatic arthritis, and reactive arthritis.
4. Describe the pathophysiology, clinical manifestations, and collaborative care of septic arthritis, Lyme disease, and gout.
5. Differentiate the pathophysiology, clinical manifestations, collaborative care, and nursing management of systemic lupus erythematosus, polymyositis, dermatomyositis, and Sjögren’s syndrome.
6. Explain the drug therapy and related nursing management associated with arthritis and connective tissue diseases.
7. Compare and contrast the possible etiologies, clinical manifestations, and collaborative and nursing management of myofascial pain syndrome, fibromyalgia syndrome, and chronic fatigue syndrome.
Week #10: Ch 48 Review of the Endocrine System

1. Describe the common characteristics and functions of hormones.
2. Identify the locations of the endocrine glands.
3. Describe the functions of hormones secreted by the pituitary, thyroid, parathyroid, and adrenal glands and the pancreas.
4. Describe the locations and roles of hormone receptors.
5. Select the significant subjective and objective assessment data related to the endocrine system that should be obtained from a patient.
6. Select appropriate technique to use in the physical assessment of the thyroid gland.
7. Relate age-related changes in the endocrine system to differences in assessment findings.
8. Differentiate normal from common abnormal findings of a physical assessment of the endocrine system.
9. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the endocrine system.

Ch 50 Endocrine Problems

1. Explain the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with an imbalance of hormones produced by the anterior pituitary gland.
2. Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with an imbalance of hormones produced by the posterior pituitary gland.
3. Explain the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with thyroid dysfunction.
4. Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with an imbalance of the hormone produced by the parathyroid glands.
5. Identify the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with an imbalance of hormones produced by the adrenal cortex.
6. Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with an excess of hormones produced by the adrenal medulla.
7. List the side effects of corticosteroid therapy.
8. Describe common nursing assessments, interventions, rationales, and expected outcomes related to patient teaching for management of chronic endocrine problems.

Week #11: Ch 25 Burns

1. Explain the causes of and prevention strategies related to burn injuries.
2. Differentiate between partial-thickness and full-thickness burns.
3. Apply the parameters used to determine the severity of burns.
4. Compare the pathophysiology, clinical manifestations, complications, and collaborative management throughout the three burn phases.
5. Compare the fluid and electrolyte shifts during the emergent and acute burn phases.
6. Differentiate the nutritional needs of the burn patient throughout the three burn phases.
7. Compare the various burn wound care techniques and surgical options for partial-thickness versus full-thickness burn wounds.
8. Prioritize nursing interventions in the management of the physiologic and psychosocial needs of the burn patient throughout the three burn phases.
9. Examine the various physiologic and psychosocial aspects of burn rehabilitation.
10. Design a plan of care to prepare the burn patient and caregiver for discharge.

Ch 13 Inflammation and Wound Healing

11. Describe the inflammatory response, including vascular and cellular responses and exudate formation.
12. Explain local and systemic manifestations of inflammation and their physiologic basis.
13. Describe the drug therapy, nutrition therapy, and nursing management of inflammation.
15. Describe the factors that delay wound healing and common complications of wound healing.
16. Describe the nursing and collaborative management of wound healing.
17. Explain the etiology and clinical manifestations of pressure ulcers.
18. Apply a patient risk assessment for pressure ulcers to measures used to prevent the development of pressure ulcers.
19. Discuss nursing and collaborative management of a patient with pressure ulcers.

Week #12 Exam 3

Week #13: Ch 14 Altered Immune Response, Transplantation

1. Define common terms related to genetics and genetic disorders: *autosomal, carrier, heterozygous, homozygous, mutation, recessive, and sex-linked.*
2. Compare and contrast the most common classifications of genetic disorders.
3. Describe the functions and components of the immune system.
4. Compare and contrast humoral and cell-mediated immunity regarding lymphocytes involved, types of reactions, and effects on antigens.
5. Characterize the five types of immunoglobulins.
6. Differentiate among the four types of hypersensitivity reactions in terms of immunologic mechanisms and resulting alterations.
7. Identify the clinical manifestations and emergency management of a systemic anaphylactic reaction.
8. Describe the assessment and collaborative care of a patient with chronic allergies.
9. Explain the relationship between the human leukocyte antigen system and certain diseases.
10. Describe the etiologic factors, clinical manifestations, and treatment modalities of autoimmune diseases.
11. Describe the etiologic factors and categories of immunodeficiency disorders.
12. Differentiate among the types of rejections following transplantation.
13. Identify the types and side effects of immunosuppressive therapy.

Ch 15 Infection and HIV

1. Evaluate the impact of emerging and reemerging infections on health care.
2. Select ways that you can decrease the development of resistance to antibiotics.
3. Explain the ways human immunodeficiency virus (HIV) is transmitted and the factors that affect transmission.
4. Describe the pathophysiology of HIV infection.
5. Depict HIV disease progression in the spectrum of untreated infection.
6. Identify the diagnostic criteria for acquired immunodeficiency syndrome (AIDS).
7. Explain methods of testing for HIV infection.
8. Discuss the collaborative management of HIV infection.
9. Summarize the characteristics of opportunistic diseases associated with AIDS.
10. Describe the long-term consequences of HIV infection and/or treatment of HIV infection.
11. Compare and contrast the methods of HIV prevention that eliminate risk and those that decrease risk.
12. Describe the nursing management of HIV-infected patients and HIV-at-risk patients.

Week #14: Ch 14 Cancer

1. Describe the prevalence, incidence, survival, and mortality rates of cancer in the United States.
2. Describe the processes involved in the biology of cancer.
3. Differentiate the three phases of cancer development.
4. Describe the role of the immune system related to cancer.
5. Differentiate among the uses of the classification systems for cancer.
6. Discuss the role of the nurse in the prevention and detection of cancer.
7. Explain the use of surgery, chemotherapy, radiation therapy, and biologic and targeted therapy in the treatment of cancer.
8. Identify the classifications of chemotherapeutic agents and methods of administration.
9. Differentiate between teletherapy (external beam radiation) and brachytherapy.
10. Describe the effects of radiation therapy and chemotherapy on normal tissues.
11. Identify the types and effects of biologic and targeted therapy agents.
12. Describe the nursing management of patients receiving chemotherapy, radiation therapy, and biologic and targeted therapy.
13. Describe the nutritional therapy for patients with cancer.
14. Differentiate among the various complications associated with advanced cancer.
15. Describe the psychologic support interventions for cancer patients, cancer survivors, and their caregivers.

Ch 52 Breast Cancer

1. Summarize screening guidelines for the early detection of breast cancer.
2. Describe accurate clinical breast exam techniques including inspection and palpation.
3. Explain the types, causes, clinical manifestations, collaborative care, and nursing management of common benign breast disorders.
4. Assess the risk factors for breast cancer.
5. Describe the pathophysiology and clinical manifestations of breast cancer.
6. Describe the collaborative and nursing management of breast cancer.
7. Specify the physical and psychologic preoperative and postoperative aspects of nursing management for the patient undergoing a mastectomy.
8. Explain the indications for reconstructive breast surgery; types, potential risks, and complications of reconstructive breast surgery; and nursing management after reconstructive breast surgery.

**NUR 208 Class-Simulation-Exam Schedule**

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Sim Time</th>
<th>Clinical Group</th>
<th>Lecture For everyone</th>
<th>Exam For everyone</th>
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<td>Wed. Jan 16</td>
<td>12:30-2pm</td>
<td>Both</td>
<td>8am – 12pm</td>
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<td>Wed. Feb 6</td>
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<td>Work on Patient Brochure</td>
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Specific Simulation schedule will be distributed in class #1.
Acknowledgment of Syllabus/Course/Clinical Requirements

Name (First)_____________________(Last)____________________________________

(Please print)

Phone number_________________________Email:______________________________

I acknowledge that I have reviewed and read the syllabi for NUR 208 and NUR 208L. I understand the expectations and requirements for the classroom and skills lab/clinical portions of this course. I agree to abide by these regulations, terms, and policies as set forth in the syllabus.

I have provided documentation to the School of Nursing office of current CPR certification that will remain current at least through this semester, current malpractice insurance coverage that will remain in effect through this semester, a negative TB test or medical clearance for positive reactors that remains current (within 1 year) during the course of this semester. Documentation of Hepatitis B vaccination, MMR, health insurance coverage, varicella status and Tdap are also current through the semester and on file.

In addition, I have reviewed again the School of Nursing Undergraduate Student Handbook, and understand the policies that are in place to support my continued education in Nursing.

__________________________________________

(Signature) (Date)