Moberly Area Community College
Common Syllabus

NUR220 Nursing Care of Adults II

Current Term

Instructor: 
Office number: 
Office hours: 
Contact information: 
Classroom number: 
Class days and time: 

Catalog Description: NUR220 Medication Administration (7-12-10) Clock hours: Theory-112 hours; Clinical-192 hours.

This course considers the more complex and challenging dimensions of safe, effective, multicultural adult health care. The objective of this course is to move the student to an entry level of independent practice. Critical thinking and clinical judgment are refined to provide therapeutic interventions to groups of clients in a variety of settings. The breadth and depth of therapeutic communication is further expanded. Organizing, prioritizing, and collaborating skills increase while the student learns to delegate. Upon conclusion of this course the student will independently demonstrate a level of accountability and integrity within an ethical legal framework that is in keeping with an entry level of practice. Students will independently practice self-assessment and commit to ongoing professional development.

Prerequisite: BIO206

Text(s):

Title: Medical-surgical nursing: Patient – centered collaborative care
Author: Ignatavicius, D., & Workman, M.
Edition: 10th ed.
Publisher: Elsevier
ISBN: 978-1-4577-7255-1

Title: High Acuity Nursing (Optional)
Author: Wagner, K., Hardin-Pierce, M., & Welsh, D.
Edition: 8th
Other Required Materials: Adult Health Nursing II syllabus & the current A.D.N. Handbook.

Purpose of course: This course considers the more complex and challenging dimensions of nursing care. The student will be given the opportunity to increase his/her competency in planning comprehensive care to meet the multiple needs of the individual and the family experiencing acute and long-term interruptions of homeostasis. Learning experiences will center upon meeting the needs of the critically ill, the chronically ill and the family unit within the hospital. 10 credits: 7 theory, 3 clinical. (10-7-3) Clock Hours (Theory 112, Clinical 192)

Objectives for NUR 220 (Adult Health Nursing II):

On completion of this course the student will:

1. Engage in critical thinking to make judgments about client care.
2. Apply nursing process to plan safe, effective care of clients with increasingly complex needs.
3. Prioritize the nursing care of clients with critical or acute care needs.
4. Practice appropriate delegation of nursing care.
5. Further differentiate professional nursing role based upon education and nurse practice act versus other members of the health care team.
6. Build upon communication skills including the use of computer-based technologies.
7. Discuss means of collaborating with other health care providers to meet the needs of acutely ill clients using effective verbal and non-verbal communication.
8. Include cultural considerations when addressing potential spiritual, social, and sexual client needs.
9. Accept accountability and function as a client advocate using ethics to guide nursing practice.
10. Demonstrate responsibility for self-assessment and formulate a plan for professional development and behavior.

Clinical objectives for NUR 220

In the clinical setting, the student will independently (in 4th semester) or with guidance (in 3rd semester):

1. Demonstrate critical thinking and clinical judgment skills at an entry level to meet client health care needs, with a focus on acute care needs.
2. Provide therapeutic nursing interventions to groups of clients.
3. Demonstrate psychomotor skills necessary for safe and effective nursing practice using current technology.
4. Practice effective, appropriate communication
5. Include concepts of culture in nursing care.
6. Manage client care through prioritizing, organizing, collaborating, and delegating, while conserving and maximizing available resources.
7. Demonstrate accountability and integrity.
9. Utilize ethical legal framework to guide nursing practice issues such as errors, confidentiality, and client advocacy.

Course content:
• Client management issues, delegation principles
• Concepts of Health & Illness, Patient Profile, and Professional Nursing & Health Care as identified by Giddens (2013)
• Principles of nursing in the emergency situation/Code Blue
• Burns
• Nursing management of shock
• Pancreatic & liver disorders
• Cardiac disorders & arrhythmia interpretation
• Respiratory disorders, respiratory failure, mechanical ventilation
• Global issues related to tuberculosis, and other Respiratory issues
• Acute respiratory distress syndrome (ARDS)
• Multiple organ dysfunction syndrome (MODS)
• Neurological disorders
• Pain management
• Immune function / dysfunction
• Acquired immunodeficiency syndrome (AIDS) and related global issues
• Oncology nursing
• Breast cancer
• Male and female reproductive disorders
• Renal / Urinary disorders (continued next page)
• Acute & Chronic renal failure
• Dialysis & renal transplantation

Connection with Health Sciences Division Statement:
In compliance with MACC's HSD outcomes, the student who successfully completes this course will be able to:

Outcome I:
Students will demonstrate effective written and oral communication skills by performing bedside reporting in simulation and clinical settings along with creating SBAR reporting after patient interaction. Students will display effective oral communication with patient care during clinical time as well as in class discussions.

Outcome II:
Students will demonstrate an understanding of discipline-related math and scientific principles by understanding and integrating drug calculations during clinical rotation and academic evaluation. Students will also use the nursing process to build critical scientific thinking.

Outcome III:
Students will think critically while systematically assessing problems, identifying issues and implementing solutions by using knowledge built in didactic lecturing applied to clinical and simulation issues. Students will use the nursing process to assess, plan, care for, and evaluate patient outcomes.

Outcome IV:
Students will apply principles of professionalism and safety standards when entering the workforce by displaying a professional appearance, attitude, and skills in the clinical setting as well as simulation in order to prepare for the health care workforce upon graduation.

**Outcome V:**

Students will demonstrate skill mastery and will pursue lifelong learning in their field while adapting to changing industry standards and following evidence-based practices by completing a skills checklist, attending conferences, “Lunch and Learn” in-service activities, and promoting evidence-based practice with a video project at the end of the semester.

**Assessment of Student Learning:** Formative evaluation will be ongoing, provided by faculty, peers, and self-appraisal.

Summative evaluation will be accomplished by evaluating the students’ performance in both clinical and theory (class).

Grade Scale: The grading policies are outlined in the A.D.N. Handbook. Students must obtain at least a “C” (78%) in theory to pass the course. Clinical is evaluated pass/fail. Both theory and clinical must be passed to pass the course.

The theory grade is assigned based upon the percent of total points:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100 %</td>
<td>A</td>
</tr>
<tr>
<td>83-89 %</td>
<td>B</td>
</tr>
<tr>
<td>78-82 %</td>
<td>C</td>
</tr>
<tr>
<td>66-77 %</td>
<td>D</td>
</tr>
<tr>
<td>66 % or below</td>
<td>F</td>
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</tbody>
</table>

The theory grade is based upon the following percentages:

1. 60 % unit exams, video project
2. 30 % final exam
3. 10% assignments, presentations, and other activities assigned by instructors

The clinical grade of Pass / Fail is based on satisfactory (at least 78%) clinical performance evaluations AND satisfactory written work (at least 78%) including nursing process reports, report of clinical objectives, and teaching projects.

Both clinical performance and clinical paperwork must average 78% to pass clinical and to pass the course.

There will be several clinical days in the Simulation Lab. These will be evaluated using the clinical objectives on a MET or UNMET basis. The simulations are meant to enhance / support theory and clinical experience. The evaluation of simulations is meant to provide formative assessment and may be used to support the summative clinical evaluation.

**QUIZZES:** A quiz may be given at any time. It may be announced or unannounced. Quizzes that are missed may not be made up and a grade of “0” will be given. If the student is absent or late for class and a quiz has already been initiated by all members present, the student will receive a grade of “0” for that quiz.
EXAMS, PROJECTS, CLINICAL PAPERWORK HOMEWORK:

Homework, lab or clinical written assignments:

All assignments are due in their entirety on the assigned date and time. No late homework assignments will be accepted. Extreme, extenuating circumstances will be evaluated by the Faculty.

A. The students will have one week from the date the grade is received to challenge the points earned.
B. Grades for assignments that are worth exam points and clinical paperwork can be challenged within the context of these guidelines.
C. The challenge must be submitted in a written format.
D. The faculty reserves the right to determine if points will or will not be awarded.
E. If the student waits beyond the (1) week time frame, the challenge to the grade will not be accepted unless under extreme, extenuating circumstances.
F. If the student wishes to appeal the course grade, the student must follow the College’s grade appeal process.

HESI Score will count as one unit exam and will be graded based on the HESI Average Score you attained. See below.

<table>
<thead>
<tr>
<th>Hesi Score Test grade for unit test</th>
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<tbody>
<tr>
<td>950 or greater</td>
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<tr>
<td>900-949</td>
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<tr>
<td>850-899</td>
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<tr>
<td>800-849</td>
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<tr>
<td>750-799</td>
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<tr>
<td>700-749</td>
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<tr>
<td>650-699</td>
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<tr>
<td>649 or less</td>
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PROFESSIONALISM: This course addresses professional role development integrating concepts of multidimensional care and skills of inquiry and analysis to inform clinical decision making, professional judgment, and lifelong learning. If a student is unable to show professionalism and civility in the classroom and clinical site, the student will be asked to leave and will need to make a follow up apt with the instructor.

Third and fourth semester NUR 220 students may choose to complete some of their clinical on weekends within designated areas working with staff nurse’s one-on-one who will serve as preceptors.

1. Students must demonstrate acceptable performance as evaluated by their clinical instructor in clinical decision-making and use of the facilities documentation and medication administration systems before being allowed to participate in the weekend preceptor experience.
2. Preceptors will be selected by the weekend clinical supervisor staff.
3. Clinical supervisors will be supplied a schedule of students and an outline of student guidelines about responsibilities.
4. Preceptors will receive written summary of objectives, brief description of student role, and a check / comments list to evaluate the student along with a self-addressed, stamped envelope. These evaluations will be considered in the faculty members’ evaluation of the student.
5. The faculty will be available to students, preceptors, and clinical supervisors. Faculty will be able available by cell phone for any concerns or issues.
6. Students will submit clinical paperwork as requested and participate in clinical conference with faculty by arrangement the following week, usually on Wednesdays.

Students may have the opportunity to Team Lead a clinical day. Students will demonstrate leadership skills, delegation and to enhance learning among peers in the clinical setting. Paperwork will be assigned separately to students Team Leading. Team Leading will be at the discretion of the clinical instructor.

**Expected Study Time Commitments:**
Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3-credit hour class.

**Description of Major Assignments & Projects** (see detailed descriptions that on following pages):

1. **EXAMS – 60% of grade:** Points in this category are earned with examinations which utilize NCLEX-RN style multiple choice and alternative format questions.
2. **Individual class project incorporating outcomes and the nursing process.**
3. **Simulation Creation Project**

Near the end of semester, a HESI examination will be given to assess comprehension of program content. The faculty consider this assessment to be very important and will use the HESI conversion scores as examination points. The conversion score generated by the HESI examination will count as one 60-point examination.

1. **ASSIGNMENT POINTS – 10% of grade:** Graduation PowerPoint slides will be assigned. Reminder: There may also be announced or unannounced quizzes and in class activities for which quiz points are earned. Assignments are due on the day indicated on the calendar of events. In the event of an extreme circumstance and communication with instructor before the due date alternate arrangements may be made. BUT in class quizzes and activities cannot be made up in the event of absence. (See A.D.N. Handbook for further description of policy).

2. **FINAL – 30% of grade:** There is one comprehensive final. Students will receive a blueprint of the final that is used to determine the number of questions from each general area.

3. **Simulation Group project will be graded as an exam and included in 60% of total grade. Simulation project is a group project but graded individually based on evaluations.**

**Instructor Policies:**

**Tardiness:**
Make-up and late work:

Extra-credit work:

COLLEGE POLICIES

Attendance:

Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

<table>
<thead>
<tr>
<th>Term Length</th>
<th>Drop Criteria</th>
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<tbody>
<tr>
<td>16-week:</td>
<td>Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
</tr>
<tr>
<td>8-week:</td>
<td>Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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<tr>
<td>4-week:</td>
<td>Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
</tr>
<tr>
<td>Intersession</td>
<td>Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
</tr>
</tbody>
</table>

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Definition</th>
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<tbody>
<tr>
<td>In Seat Course</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
</tr>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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</tbody>
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Hybrid Course
Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:
- Completion of quizzes or exams during class meetings and online
- Submission of assignments during class meetings and online
- Participation in discussions during class meetings and online

Online Course
Active participation in an online course includes the following:
- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (Policy Handbook, I.090 & M.095)

Academic Dishonesty:

MACC board policy is as follows: “Academic dishonesty by students’ damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Student Email:

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement:

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/services/access-office.

Title IX Statement:
MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (Links to an external site.) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.