



**NURSING IV**  
**COURSE SYLLABUS**  
**HYBRID**  
**NUR 2712CHY**

## Course Syllabus – Hybrid Course

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## Course Syllabus – Hybrid Course

### GENERAL CLASS AND COURSE INFORMATION

**Course Number:** NUR 2712C HY

**Class Reference Number:** Multiple

**Term:** Fall 2011

**Course Title:** Nursing IV

**Credit/Contact Hours:** 6 Credits/3 Lecture Hours/9 Lab hours

**Course Description:**

Using the theories of holism and goal attainment, the concepts of oxygenation, cellular integrity, regulation, perception, perception/sensory/ cognition and mobility will be applied across the lifespan in the synthesis and evaluation of complex nursing situations in both high acuity care and community settings. Clinical environments will be explored with high acuity settings.

**Course Learning Outcomes:** As a result of taking this course, the student will be able to:

1	Complete nursing assessments and initiate the nursing process while providing holistic care to clients with complex health challenges.
2	Apply the nursing process in selected populations across the lifespan.
3	Integrate the principles of growth and development in the personal, interpersonal and social needs for a given population of clients.
4	Apply the principles of nutrition and diet therapy upon identification of complex nutritional health challenges.
5	Integrate ethical, legal and economical concepts in relevance to professional nursing practice and the delivery of care based on American Nurses Association (ANA) Standards of Practice.
6	Evaluate cultural diversity affecting client responses to health care and interrelationships between and among personal, interpersonal, and social systems transactions based on knowledge of cultural diversity.
7	Synthesize principles of management, leadership and critical thinking toward client's restoration of wellness in acute care and ambulatory setting while incorporating the theories of holism and goal attainment.
8	Synthesize principles of management, leadership and critical thinking toward client's restoration of wellness in acute care and ambulatory setting while incorporating the theories of holism and goal attainment.
9	Demonstrate accountability in the administration of care using sound ethical principles.
10	Demonstrate effective communication/counseling with clients, families/significant others and health care team members based on the principles of therapeutic communication.
11	Initiate interventions to assist clients and families/significant others to attain and maintain wellness while applying the theories of holism and goal attainment.
12	Demonstrate safe and accurate technical skills when providing care to select client populations.
13	Incorporate principles of teaching/learning to assist clients, families/significant other and groups to attain wellness based on sound educational theories.
14	Synthesize the various roles of the nurse as a member of the healthcare team while promoting interdisciplinary collaboration.
15	Demonstrate responsibility for person/professional growth related to issues of professional nursing practice according to the standards set forth in the Nurse Practice Act (NPA) by the Florida Board of Nursing (BON).

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### Course Outline for NUR2712C HY- NURSING 4 CLINICAL

**Class Schedules:** The class schedule with assignments will be posted on the web component for this course.

#### **Course Schedule – Full Time**

Course schedule is posted on the Course Calendar

Monday 1330-1600

Tuesday 1330-1630 (Including NCLEX Prep)

Wednesday 0700-1900 on selected days (refer to course calendar)

Thursday 0700-1900 Clinical Assignments

(Clinical times may vary according to site requirements. There may be additional clinical days which will be identified at the beginning of the semester and on the Course Calendar.)

All attempts will be made to maintain this schedule. However, please note that in the event of an unforeseen emergency or circumstances beyond our control, we reserve the right to schedule exams and or instructional activities on alternate days to include Friday/Saturday as a means to ensure every opportunity for the students to successfully complete the course.

#### **Course Schedule – Weekend/Evening**

Thursdays 1600-2000 (Including NCLEX Prep)

Saturday 0700-1900 (Clinical Assignments)

#### **Course Schedule – Hybrid – Weekend/Evening**

Thursdays 1600-2000 (Including NCLEX Prep) 50% on campus/50% online

Saturday 0700-1900 (Clinical Assignments)

### **DISCLAIMER**

Changes may be made to the syllabus at any time during the term by announcement of the professor. It is the responsibility of the student to make any adjustments as announced.

**Textbooks Information:** Textbooks are listed as Required and Recommended.

#### **Required:**

- 1 Wagner, K. D., Johnson, K., & Harden-Pierce, M. (2009). *High acuity nursing*, (5th ed.). Upper Saddle River, NJ: Prentice Hall.  
ISBN : 0135049261.
- 2 Mohr, W.K. (2009). *Psychiatric-Mental Health Nursing , Evidence-Based concepts, Skills, and Practices* (Edition 7). Philadelphia: Wolters Kluwer/ Lippincott Williams and Wilkins.  
ISBN 978-0-7817-9097-0
- 3 Smeltzer, S., et al., (2008) *Brunner & Suddarth's Textbook of Medical Surgical Nursing*, (11<sup>th</sup>Ed.), Philadelphia: Lippincott, Williams, & Wilkins.  
ISBN-10: 1-58255-994-5 or ISBN-13: 978-1-58255-994-0.
- 4 Study Guide for Textbook of Medical Surgical Nursing. Philadelphia: Lippincott, Williams, & Wilkins.  
ISBN-10: 0-7817-6543-9 or ISBN-13: 978-0-7817-6543-5.

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- 5 Wilson, B. et al (2008). Nurse's drug guide 2008. New Jersey: Prentice Hall. ISBN 13-978-0-1323-5206-2.
- 6 Taber's (2008) Cyclopedic Medical Dictionary. (21<sup>st</sup> Ed) Philadelphia: F.A. Davis. ISBN-13: 978-0-8036-1559-5
- 7 Kee, Joyce L. (2008) Laboratory and Diagnostics with Nursing Implications (6 Ed). Boston: Pearson. ISBN-13: 9780131182677
- 8 Ackley, Betty J. and Ladwig, Gail B.; Guide to Nursing Diagnosis (2006), Mosby, St. Louis, Missouri. ISBN 13 978-0-323-03665-8.
- 9 Ackley, Betty J. and Ladwig, Gail B.; Nursing Diagnosis Handbook: A Guide to Planning Care, 7<sup>th</sup> ed., 2006, Mosby, St. Louis, Missouri,. ISBN 0323036643.
- 10 Evolve Case Studies & with Practice Tests. Author: Elsevier. ISBN: 9781437771107.  
For Students who purchased the Case Studies in the previous semester, please purchase the Practice Tests only. ISBN: 9780323068673.
- 11 Lutz, C. A. & Prytulski, K. R. (2005) Nutrition & Diet Therapy (4<sup>th</sup> ed.) Philadelphia: F. A. Davis Publishers. ISBN 0-8036-0804-7.
- 12 Palm Beach State College Syllabus for NUR 2712CHY is posted online.
- 13 Palm Beach State College [Nursing Student Handbook](#) is posted online.

### Recommended:

- 1 Fluids & Electrolytes Made Incredibly Easy (3<sup>rd</sup> ed) Springhouse: Springhouse Corp. ISBN-10: 1-58255-565-6
- 2 The Essentials of Nursing Care Planning and Documentation. Boston: Pearson Custom Publishing. ISBN: 0-536-30111-5.
- 3 Melfi-Curtis, C., et al. (2009). Psychiatric Mental Health Nursing Success: A Course Review Applying Critical Thinking to Test Taking. Philadelphia: FA Davis Publishers. ISBN-13: 978-0-8036-1879-4/ISBN-10: 0-8036-1879-4
- 4 Lagerquist, S. (2006). Davis's NCLEX-RN<sup>®</sup> Success, (2nd Ed). Philadelphia: FA Davis Publishers. ISBN-13: 978-0-8036-1242-6/ISBN-10: 0-8036-1242-7

You may purchase your textbook(s) at any one of Palm Beach State College's campus bookstores or [online](#).

[E-mail the Blackboard administrator](#). You can also email the Palm Beach State College [Student Help Desk](#) or contact them by phone at (561)868-4000. Be sure you have the following information available:

**All students enrolled in a Nursing course** are required to obtain and read the current **Nursing Student Handbook** and the **Palm Beach State College Student Handbook**. All Nursing students are responsible for the information contained in these publications. Both of these publications are published on the Palm Beach State College web site.

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### Web Content Information:

**This course has an Internet Component which is on the [Online Learning - Blackboard Campus](#)**

To pass the course, you must be able to access this web site. The course web site will be available three days prior to the start of the semester. Your password will not work until that time.

**It is the student's responsibility to have accessed this site no later than the semester start date.**

The web site has a security system which requires a *Sign on* and a *Password*. Only registered students will be able to access the course.

### To login to the course web site:

**User Name:** Use your Palm Beach State College Student ID Number (no hyphens). Your Palm Beach State College Student ID Number can be found on the back of your student ID card. If you do not have a student ID card, you can obtain one in the bookstore at Lake Worth campus. For obtaining a student ID card on other campuses, check with the campus directly.

**Password:** The student's Blackboard password will be the student's **Palm Beach State College Pin Number**.

### What do I do if I forget my password or need assistance with Blackboard?

**E-mail the Blackboard administrator.** You can also email the Palm Beach State College [Student Help Desk](#) or contact them by phone at (561)868-4000. Be sure you have the following information available:

- your full name
- your Palm Beach State College Student ID number
- course with the reference number
- details of the assistance needed and any error messages

The [Student Help Desk](#) Hours of Operation are posted.

On hours and days that the Help Desk is closed, the student may leave a voice message or an e-mail and the issue will be addressed the next business day.

### "[Netiquette Rule](#)" requirements

The faculty expectation is for student adherence to the same standards of behavior online that you follow in real life.

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### PROFESSORS CONTACT INFORMATION

[Mary Biderman, MA, RN](#)

Associate Professor  
AH, 209 (561) 868-3041  
Lake Worth campus

[Email](#)

Office Hours are Posted on the Faculty Web Pages and Outside Office

### CLASS REQUIREMENTS

**Assignments:** All students are required to obtain and read the current [Nursing Student Handbook](#), the Palm Beach State [College Student Handbook](#) and the [Palm Beach State College Catalogue](#) and are responsible for the information contained therein. Furthermore, each student is required to **READ, PRINT, and SIGN** the Ethics Agreement and **submit it** to the instructor at the first class.

NUR 2712C HY will have 4 exams, a cumulative final exam, one specialty exam and class participation. See grading scale for details. All students are encouraged to participate fully in classroom activities. All readings, classroom discussions, AV material, and guest speakers are testable material.

**Clinical Assignments** - The clinical assignments in NUR 2712C HY are related to your clinical experience as both a Patient Care Provider and Patient Care Manager. Students coming to the clinical unprepared to meet the requirements of their clinical assignment are at risk of receiving a failing clinical grade due to unsatisfactory performance. Students may be dismissed from the clinical area and receive an absence for the day.

All clinical assignments must be completed and turned in by the due date. Late assignments will not be accepted after the due date. No points toward your academic grade will be given for these assignment, but satisfactory completion of these assignments is needed for a passing (satisfactory) clinical grade.

**Community Experience** – All students must complete a minimum of six hours of community experience outside the required clinical time. Students select an outside experience from an approved list, or pre-approved by their clinical instructor. The student is required to turn in, to the clinical instructor, a reaction paper according to the grading criteria outlined in this syllabus.

Students who are actively involved in their learning are more successful. Students are expected to complete all assigned class work; participate in structured class discussion; and attend all classes. Class participation grade (10%) will be determined as follows:

1. Evolve/ Apply (10%):
  - a. Complete the following case studies as assigned:
    - Management of a Medical Unit
    - Management of an Oncology Unit
    - Management of a Pediatric Clinic
    - Management of a Surgical Unit
    - Management of a Skill Care Unit

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- Psychosis
- Schizophrenia
- Attention Deficit Hyperactivity Disorder
- Major Depressive Disorder

Students must achieve a minimum or passing grade of 75% and submit proof of completion by the posted due dates.

2. Please refer to the current Nursing Student Handbook for directions on how to complete a **written assignment** for submission in the Nursing Program.

**Recommended weekly activities:** read the textbook chapters first; then review the online power points, attend class and review NCLEX questions available on line (use the link for the textbook provided by the publisher) at the end of each assigned chapter. Utilize the applicable online format for communication of questions and clarifications.

**Late Assignment Policy:** Late assignments are not accepted unless prior arrangements have been approved by the instructor.

**Grading Scale & Policy:** All students must receive a passing grade in each of the Semester 4 Nursing Courses in order to proceed to graduation. The following courses are considered Semester 4 courses:

- NUR 2712C
- NUR2943L

**Nursing Department Grading Scale and Policy:** for Theory/Lecture Classes

90-100	= A
83-89	= B
75-82	= C
Below 75	= F

**All clinical papers are graded as:**

Satisfactory – Specified criteria are met.

Unsatisfactory – Specified criteria are not met.

Standardized testing administered in each course will count as part of the total grade for that course. **In order to pass the course the student must complete the following requirements:**

1. Achieve a combined average of 75% on course exams including the comprehensive final **prior** to adding in the Specialty Exam and Class Participation Grades.

If the student fails the course, remediation will be accomplished through course repetition.

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**Test, Quizzes & Final Examination Schedule:** Grades will be computed as follows:

**Theory class grades are computed as following:**

Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
Final Exam	20%
Class Participation	10%
Specialty Exam (Psych/Mental Health)	<u>10%</u>
<b>TOTAL</b>	<b>100%</b>

**Exams will be administered in the designated Testing Center at the home campus for each course.**

**Clinical grades are determined as following:**

Clinical grades will either be a “S” (satisfactory - pass) or “U” (unsatisfactory – fail). Students must receive an “S” in clinical in order to successfully complete NUR 2712C HY. In order to receive an “S” the student must successfully meet the clinical objectives as stated on the clinical evaluation tool, submit satisfactory clinical papers, and **attend all assigned clinical experiences.**

Any student who is not performing at a satisfactory level will receive a Performance Improvement Plan (PIP). The purpose of this record is to inform the student of any deficiencies and also to provide the student with a strategy for success.

**Make-up Exam Policy:** Please refer to the current Nursing Student Handbook for standard policies related to Essay & Clinical Make-up possibilities.

## CLASS POLICIES & METHODOLOGY

**Attendance:** Professors are required to take attendance. Students are required to sign into each lecture, on the record provided, as they enter the classroom to verify their attendance when class is held on campus. If the student does not sign the record they are considered absent for that class. For online coursework, students are expected to sign on to the course web site daily, Monday through Friday, as this is easily tracked by the instructor(s).

**All students are expected to attend all classes and clinicals/labs. In the event of an absence due to extenuating circumstances, the student is expected to notify the appropriate faculty member.**

In addition to regular clinical time, each student must attend one (1) clinical simulation experience to be scheduled through your clinical instructor. This clinical simulation experience will be conducted on **a** Wednesdays and Thursdays.

Attendance on all clinical days is **required**. Attendance will be taken on all clinical days and college wide policies related to attendance will be followed. Failure to meet the clinical requirements of the course (even if related to absence) will result in a clinical failure for the course.

Students who are ill are required to notify their clinical instructor. Calls should be placed directly to the clinical instructor ASAP **before** the clinical experience. It is the student’s responsibility to discuss with the clinical instructor the reason for the absence. The instructor will then notify the student of the **possibility** and requirements necessary to complete the course objectives. Please see the [Nursing Student Handbook](#).

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**Clinical Tardiness:** If a student is late for clinical start time, a Performance Improvement Plan (PIP) will be generated.

**Electronic Device Use:** Laptops and Hand-held devices are allowed in class for note-taking purposes, only. The use of Hand-held devices that are iPod capable are encouraged to facilitate downloadable information as learning strategies and study tools. **Cell phones must be turned off in class and are prohibited in the campus Testing Centers.**

**Email Policy:** All students have access to a college email account. It is the responsibility of the student to activate this account in order to be kept current with college, program and course information. College email must be checked weekly, at least. This course has a web component that has email within the course. Course email should be used for all course-related communications with faculty. Faculty will contact students via college and course email, so be certain to check these email accounts twice weekly for any updates or changes to coursework.

**Equipment & Supplies:** Required text books; access to a computer with active Internet service; word processing and printing capabilities are essential to be successful in this class.

### **Required Equipment for Clinical:**

1. Stethoscope with bell and diaphragm
2. Black pen and notebook
3. Palm Beach State College nursing uniform
4. Hemostats
5. Bandage scissors
6. Safety goggles
7. Pen light
8. Tape measure

**Professor's Expectations:** Students are required to access the course component web site at least two times per week to check the discussion board and course e-mail for updated information. The student will participate in discussions; will observe "[Netiquette Rule](#)"; will read the assigned chapters; will make an appointment with the faculty member at the first indication of a test grade below 75%, for faculty mentoring and remediation plans.

### **Faculty Mentoring:**

Each student is required to schedule a **mandatory face-to-face appointment** with your Semester 4 Faculty Advisor to complete the Graduation Application and ensure completion of program requirements. You must bring your Portfolio, a current copy of your Unofficial Transcript and the Graduation Audit to the appointment. Your specialty exam results and remediation plans will be reviewed during this required visit.

**"At risk"** students, those students who do not meet the recommended HESI Composite Score of 850 for the Specialty Exam will be required to make an appointment with their assigned faculty mentor BEFORE the Semester's **Exam #2**. Assigned faculty mentor will review the remediation plan with the student and complete a Performance Improvement Plan to include a timeline for completion and a follow up.

## Course Syllabus – Hybrid Course

### Methods of Instruction:

- |   |                                     |     |                                       |
|---|-------------------------------------|-----|---------------------------------------|
| 1 | Selected reading                    | 9   | Student group/team work               |
| 2 | Lectures & Handouts                 | 10  | Journal Articles                      |
| 3 | Demonstrations                      | 11  | Study Guides                          |
| 4 | Discussions                         | 12  | Interactive Educational Activities    |
| 5 | Audiovisuals                        | 13  | Internet – Blackboard Learning System |
| 6 | Interactive video software programs | 14  | Critical Thinking Exercises           |
| 7 | Computer-Assisted Instruction       | 15  | Simulations                           |
| 8 | Student lead presentations          | 16. | Essential Nursing Resources           |

**Classroom Strategies:** All health challenges pertinent to NUR 2712C HY will be presented using the following format when covered in the classroom:

- A. Physiology/Pathophysiology
- B. Nursing Management
  - a. Assessment (History/Clinical Manifestations/ Findings/ Diagnostic Evaluation)
  - b. Diagnosis/ Identification and Naming of the Problem
  - c. Planning/ Goal setting
  - d. Implementation/ Intervention
  - e. Evaluation/ Outcomes
- C. Health Promotion and Disease Prevention (HP/DP)

**Evaluation Methods:** NUR 2712C HY is a combined course. Failure of either the theory or clinical portion results in a failure of the entire course.

1. NCLEX formatted computer exams designed to measure knowledge, application, nursing judgment and critical thinking.
2. Written assignments – required clinical papers as assigned.
3. Clinical performance – see evaluation of clinical performance in appendix.
4. Class participation, as defined in syllabus
5. Total Curriculum Support Tools (ProCalc and Evolve/HESI).

**Unique Requirements of the Class:** This course has a Clinical component with specific Faculty expectations and Student Objectives as follows:

**Clinical Faculty** – Each clinical group has a faculty team responsible for planning and supervising the activities of the clinical group. The faculty has a strong clinical background and desire to share their expertise and professionalism. In addition to clinical responsibilities, clinical instructors are responsible for evaluating each student’s clinical performance and written assignments and are available for consultations to meet individual student’s needs.

One goal of the faculty is to promote student learning from each clinical experience through planned individual and group activities. The faculty expects students to be prepared for each clinical experience and to demonstrate personal and professional effort in meeting the demands of the course clinical objectives.

**Clinical Assignments** - The clinical assignments in NUR 2712C HY are related to your clinical experience as both a Patient Care Provider and Patient Care Manager. Students coming to the clinical unprepared to meet the requirements of their clinical assignment are at risk of receiving a failing clinical grade due to unsatisfactory performance. Students may be dismissed from the clinical area and receive an absence for the day.

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All clinical assignments must be completed and turned in by the due date. Late assignments will not be accepted after the due date. No points toward your academic grade will be given for these assignment, but satisfactory completion of these assignments is needed for a passing (satisfactory) clinical grade.

**Pharmacology Requirements** – Students will be responsible for the administration of medications for their assigned clients according to the guidelines of the agency in which you area assigned. Students are required to follow the facility’s policies for the administration and charting of medications.

Students will be held accountable for knowing the medications they are administering. Drug classification cards can be brought to the clinical area for use in discussion for use in discussing the medication with the clinical instructor. Students are encouraged to pay particular attention to those medications being discussed in the classroom.

Students **must** know the following about each medication **prior** to administration:

- Medication classification
- Therapeutic dose range and route
- Mechanism of action
- Specific reason your client is receiving the drug
- Common side effects
- Lab data pertinent to the drug
- Major nursing indications and client teaching areas for this drug

**Post Conference Guidelines** – Post conferences are intended to discuss nursing care challenges of interest for the benefit of all students in the conference group and to share ideas for meeting these challenges. The location and time for clinical post conferences will be scheduled by the clinical instructor.

The clinical instructor will facilitate the post conference discussion. Each student is expected to participate in evaluating the day’s goals and learning experiences. Activities relevant to the clinical focus will be discussed with emphasis on expected and actual outcomes of care, alternative interventions and staff nurse responsibilities in the overall management of care for the client.

**Student Objectives** – The student will:

1. Identify the client.
2. State the client need.
3. Describe pertinent observations in a review of systems manner.
4. Report situation and potential or real problems experience.
5. Discuss nursing approach/solution to these.
6. List the drugs administered, and state the action, dose, desired effect, untoward effects and method of administration for each.
7. List treatments, and state the purpose of, and client’s response to each.
8. IV solutions.
9. Labs pertinent to the patient.
10. Teaching.

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**All Nursing students** are required to obtain and read the current Nursing Student Handbook, the Palm Beach State College Student Handbook and the Palm Beach State College Catalogue and are responsible for the information contained therein. Nursing students are required to review the current Nursing Student Handbook with focused attention on the following policies:

1. Student Preparedness
2. Examination
3. Make-up examinations
4. Medication Administration Calculation Test (ProCalc)
5. Medical/CPR Requirements
6. Computer Competency
7. Written assignments
8. Organization of Nursing Curriculum at Palm Beach State College
9. Clinical Dress Code
10. Clinical Safety Protocol
11. Work Schedule
12. Behavior/Professional Conduct

Each student is required to **read, print, and sign** the **Ethics Agreement** and **submit** it to the instructor on the first day of class.

## COLLEGE POLICIES AND WEB INFORMATION

### Academic Dishonesty

Academic dishonesty includes the following actions, as well as other similar conduct aimed at making false representation with respect to the student's academic performance: (1) Cheating on an exam, (2) Collaborating with others on work to be presented, if contrary to the stated rules of the course, (3) Submitting, if contrary to the rules of the course, work previously submitted in another course, (4) Knowingly and intentionally assisting another student in any of the above actions, including assistance in an arrangement whereby work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed, (5) Plagiarism.

Please refer to the **Palm Beach State [College Student Handbook](#)**

### Classroom Etiquette and Student Behavior Guidelines

Students will demonstrate respect for professors and fellow students. Behavior that is disruptive to a positive learning environment reported by the professor will result in a warning on the first instance; the second instance might result in expulsion from the course or campus.

### Computer Competency Component

Each student will, to the satisfaction of the instructor, demonstrate a fundamental understanding of basic computer operations through various instructor-determined exercises and/or assignments. These exercises/assignments are included in this syllabus.

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### Disability Support Services

Students with disabilities are advised, in compliance with federal and state laws, that accommodations and services are available through the office of [Disability Support Services](#) (DSS). It is the student's responsibility to contact [Disabled Student Services Advisors](#) and to submit appropriate documentation prior to receiving services.

### Eating, Drinking and Smoking

Eating and drinking are confined to areas designated on the campus. Smoking is not permitted in any College building and only in areas designated at each campus.

### Student Responsibility Policy

When a student attends the College, s/he becomes subject to its jurisdiction. Students are expected to conduct themselves in a responsible manner, in all areas of campus life. By enrolling, they pledge to obey the rules and regulations of the College and are responsible for observing all College policies and procedures as published in the student handbook, the College catalog and other College publications. The student will be responsible for preparing for class, participating in class, and completing assignments on time.

### Palm Beach State [College Websites of Interest](#)

**Withdrawal Policy for Individual Courses:** The last day to withdraw from a College course with a "W" grade in this course is November 4, 2010. It is the responsibility of the student to use the PantherWeb system or visit a campus Registrar's office to withdraw. An official withdrawal entitles the student to a grade of "W" in the class.

## DEPARTMENT CONTACT INFORMATION:

Kellie Bassell, MSN, EdS, RN  
Nursing Program Director  
AH 110 (561) 868-3412  
Fax (561) 868-3452  
[Email](#)

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### GETTING STARTED

1. Make sure you have all the computer system requirements as listed in the Computer Requirements section of this syllabus.
2. E-Mail the professor with your name and phone number. The professor will communicate with you through Blackboard or your Palm Beach State College-issued email address.
3. Obtain course materials. The textbook(s) can be purchased at the Palm Beach State College campus bookstore or [online](#).
4. Log onto the course web site [Online Learning - Blackboard Campus](#). Use your PantherWeb logon information.
5. Once inside the course website, read the "Mandatory Online Orientation" and complete the *Orientation Quiz*.
6. Explore the different parts of the web page. Be sure you print the syllabus, course calendar, and assignment sheet so that you know what is expected of you during the semester.
7. Read the instructor's *Welcome* message on the discussion board and post a reply to it introducing yourself to the class.
8. Print the course worksheets and content outlines that follow this section of the syllabus.
9. Begin completing your assignments as listed on the course calendar and/or class schedule.

Have fun!

#### Disclaimer

**Changes may be made to the syllabus at any time during the term by announcement of the professor. It is the responsibility of the student to make any adjustments as announced.**

**COURSE GUIDELINES, FORMS AND TOOLS**

**REQUIRED CLINICAL ASSIGNMENTS  
FOR MEDICAL-SURGICAL PORTION  
OF COURSE NUR 2712C HY**

## Course Syllabus – Hybrid Course

### REQUIRED CLINICAL ASSIGNMENTS

1. One DHAT on NurseSquared (due date determined by clinical faculty)
2. Weekly nursing note (problem specific)
3. High Acuity Paper
4. Oral Report
5. Community Experience

### ORAL REPORT GUIDELINES

Each student will be required to give an oral report on one of their patients assigned during the clinical rotation. The report should be no longer than 15 minutes. The report will include information from the following documents:

1. CHAT
2. DHAT (to include 3 priority nursing diagnosis; one must be psychosocial)
3. Laboratory (specific reasons why for your patient)
4. Medications (specific reasons why for your patient)

Other students will be required to take notes in the role of the nurse receiving the report and ask questions at the end of the report for information not provided during the report.

**All students are required to download appropriate guidelines, criteria, and evaluation forms from Blackboard.**

## Course Syllabus –Hybrid Course

### **ALTERNATIVE CLINICAL EXPERIENCE MED/SURG SECTION 0730-1400**

#### **PROCEDURE:**

Your clinical instructor will identify which of the following case studies you are to complete. Please remove the case study from the binder, make copies and return the original to the binder. Case studies are on reserve in the 3<sup>rd</sup> floor of the LLRC –DO NOT REMOVE. You may take a 45 min. lunch break. You are not to sign out until 1400, which is the same length of time that you would be in the clinical setting. Thanks.

1. The Case of Mark Wade (pgs. 31-36). Oxygenation: assessment, ventilation/perfusion, intubation
2. Take Home Case: Respiratory process (pgs. 43-46). Oxygenation: Module 5
3. Take Home Case: ABG Analysis (pgs. 51-55). Oxygenation: Module 6
4. The Case of Pearl M. Pulmonary Problem (pgs. 74-81). Oxygenation: assessment, data clustering, trending
5. The Case of Thomas Bach (pgs. 86-90). Oxygenation, Regulation: multiple chronic problems, F&E imbalance
6. Case Study (pg. 123). Regulation: fluid balance problem
7. The Case of Hugh Neff (pgs. 145-147). Oxygenation, Regulation: perfusion problem
8. The Case of Mrs. Black (pg. 174). Brain Attack: Sensory/Perception/Cognition
9. The Case of Wendell P. (pgs. 311-314). Cellular Integrity
10. HESI Case Studies (to be assigned by clinical instructor)

**ADULT DAILY HOLISTIC  
ASSESSMENT TOOL  
(DHAT)**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Adult Daily Holistic Assessment Tool (DHAT)

Client Initials \_\_\_\_\_ Age \_\_\_\_\_ DOB \_\_\_\_\_ Gender \_\_\_\_\_ Date \_\_\_\_\_

WT \_\_\_\_\_ HT \_\_\_\_\_ Admission Date: \_\_\_\_\_ Allergies \_\_\_\_\_

Admission Diagnosis / Current Diagnosis: \_\_\_\_\_

Secondary Diagnosis: \_\_\_\_\_

Pathophysiology (textbook reference): \_\_\_\_\_

<b>Initial Assessment</b>	<b>Time:</b>
Vital Signs	T _____ P _____ RR _____ B/P _____
<b>Sensory / Perception / Cognition:</b>	
LOC / Visual or auditory deficits	† awake † alert † oriented † asleep † confused † obtunded † none specify: _____
Mood	† appropriate † depressed † anxious † angry † euphoric † labile
Behavior	† cooperative † uncooperative † apprehensive † agitated † lethargic
Speech / Primary language	† clear † appropriate † inappropriate † aphasia † impaired hearing Primary language: _____
Pupils	(L) _____ mm † brisk † sluggish † nonreactive (R) _____ mm † brisk † sluggish † nonreactive      PERRLA
Pain	Score: _____ location: _____ description: _____ medicated Y* N
<b>Growth &amp; Development (Erikson) Stage</b>	(Actual Stage) _____ AEB _____
* Alteration in S/P/C	none present R/T _____
<b>Cellular Integrity:</b>	
Skin temperature / moisture	† warm † cool † cold † dry † moist † diaphoretic
Color / turgor	† pink † pale † cyanotic † mottled † jaundiced † elastic † tenting
Edema	† none † present † location _____ pitting +1 +2 +3 +4
Mucous membranes	† pink † pale † moist † dry † lesions
Rash / lesion / wound	† none † present site describe _____ location _____
* Alteration in Skin Integrity	none present R/T _____
<b>Oxygenation:</b>	
--Respiratory: Effort	† unlabored † dyspneic † nasal flaring † abdominal † stridor † grunting † retractions Regular irregular
Lung sounds	† RUL _____ † RML _____ † RLL _____ † LUL _____ † LLL _____ <b>Clear Decreased Absent Rales Rhonchi Wheezes</b>
O <sub>2</sub> therapy / O <sub>2</sub> saturation	† none † O <sub>2</sub> therapy _____ lpm / % † NC † Mask † Oxyhood saturation level _____ %
Cough / Respiratory Treatments	† nonproductive † productive _____ tx's _____
* Impaired Gas Exchange	none present R/T _____

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

--Cardiovascular: Apical	† regular † irregular † S1 † S2 † PMI † Murmur
Extremities: Capillary refill / peripheral pulses	< > _____ seconds {0 – 3} R/L brachial _____ R/L radial _____ R/L dorsal pedalis _____ R/L posterior tibial _____ other _____
Monitors	none specify: _____ † O <sub>2</sub> saturation † cardiorespiratory † other _____ † alarm parameters verified and on
*Alteration in tissue perfusion	none present R/T _____
<b>Regulation:</b>	
Abdomen / LBM Diet _____	† soft † firm † rigid † distended † round † flat † tenderness / LBM _____ † continent † incontinent
Bowel sounds	RLQ ___ RUQ ___ LUQ ___ LLQ ___ + present -absent ++hyperactive +/-hypoactive
NG / GT	none specify _____
*Alteration in nutrition	none present R/T _____ size _____ † gravity † suction
GU	† no problems † foley † dysuria † hematuria † frequency † continent † incontinent LMP _____
Intravenous Fluids	† none specify/solution & rate _____
* Alteration in elimination	† none For shift: total in _____ total out _____ † present R/T _____
<b>Mobility:</b>	
Muscle tone / strength / Range Of Motion	† strength equal bilaterally UE and LE † weakness (specify) _____ † Full Range Of Motion † limitations: _____
Gait / fall risk	† steady † unsteady † pre-ambulatory † paralysis /describe _____
Functional ability	† independent † total assistance † requires assistance (explain) _____
Casts / Assistance devices	none specify _____
*Alteration in Mobility	none present R/T _____
* for abnormal findings, see additional notes	
SN signature:	

**STATE AND PRIORITIZE 3 NURSING DIAGNOSES**

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**NURSES NOTES:**

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\_\_\_\_\_  
SN Signature

Course Syllabus – Hybrid Course

**LAB WORK AND DIAGNOSTIC TESTS (Make Copies)**

TEST	RESULTS	NORMALS	DATES	REASON WHY TEST ORDERED FOR YOUR CLIENT	NURSING SIGNIFICANCE

## Course Syllabus – Hybrid Course

### MEDICATION SHEET

<b>DATE:</b>			<b>STUDENT:</b>			
<b>PATIENT NAME:</b>			<b>ALLERGIES:</b>			
DRUG NAMES	SPECIFIC INDICATIONS/ REASON GIVEN TO YOUR CLIENT	MECHANISM OF ACTION	CLIENT DOSE/ROUTE/SAFE DOSAGE RANGE	MAJOR SIDE EFFECTS	DRUG/DRUG OR DRUG/DIET INTERACTIONS AND CONTRAINDICATIONS	CLIENT SPECIFIC NURSING IMPLICATIONS
<b>TRADE:</b>  <b>GENERIC:</b>  <b>CLASSIFICATION:</b>						
<b>TRADE:</b>  <b>GENERIC:</b>  <b>CLASSIFICATION:</b>						
<b>TRADE:</b>  <b>GENERIC:</b>  <b>CLASSIFICATION:</b>						





**COMPREHENSIVE HOLISTIC  
ASSESSMENT TOOL  
(CHAT)**

# Course Syllabus – Hybrid Course

## Admission Assessment: Comprehensive Holistic Assessment Tool (CHAT)

Client Initials: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_ Wt: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

\*\*attach daily assessment

Patient Admission Information:

### I. PERCEPTUAL / SENSORY / COGNITION

**Communicating:** *pattern involving sending messages*

Name preferred: \_\_\_\_\_ Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Informant: Patient Parent Spouse Other \_\_\_\_\_ Admitted from: Home ED OR Other \_\_\_\_\_

At time of interview patient is: alert appropriate relaxed agitated anxious tearful sleepy other \_\_\_\_\_

Primary language: \_\_\_\_\_ Interpreter needed: \_\_\_\_\_

**Relating:** *pattern involving established bonds*

Role: *marital status, children, parents, siblings:* \_\_\_\_\_

Significant others / Primary caregiver: \_\_\_\_\_

Lives with: \_\_\_\_\_

Recent changes in family: No if Yes, explain: \_\_\_\_\_

History of physical / sexual / emotional abuse: \_\_\_\_\_ Do you feel safe at home? \_\_\_\_\_

Are you in a relationship in which you or your child have been hurt or threatened? \_\_\_\_\_

In the past year, has someone close to you hit, kicked, punched, slapped, or shoved you or your child? \_\_\_\_\_

Occupation / Educational experience: \_\_\_\_\_

Patient / parent concern related to role responsibilities (school, work, financial, caregiver): \_\_\_\_\_

Socialization / support systems: \_\_\_\_\_

**Valuing:** *pattern involving spiritual growth*

Religious preference: \_\_\_\_\_ Spiritual needs: \_\_\_\_\_

Cultural preferences / needs: \_\_\_\_\_

**Knowing:** *pattern involving the means associated with information*

Medical History:

Chief complaint: \_\_\_\_\_

Previous / Ongoing Health problems (symptoms, length of illness, treatment) \_\_\_\_\_

Previous Hospitalizations / Surgery \_\_\_\_\_

Immunizations: Up to date Needs \_\_\_\_\_

Infectious Disease Exposure: None Chicken Pox Rubella Measles Mumps TB Hepatitis

List all medications in use (prescription, OTC, herbals) – see attached medication sheet

## Course Syllabus – Hybrid Course

List all allergies (medications, food, environment and reaction)

Medication / Food / Environment	Reaction

Risk factors: (smoking, family history, etc.): \_\_\_\_\_

Substance use: Alcohol (*type*) \_\_\_\_\_ drinks/day      Cigarettes: \_\_\_\_\_  
 \_\_\_\_\_ per day

Illicit drug use: \_\_\_\_\_ Rx drug use: \_\_\_\_\_

Perception / Knowledge of Health / Illness: \_\_\_\_\_

Readiness to learn (ready, willing, and able): \_\_\_\_\_

Comprehension: Ability to grasp concepts and respond to questions: HIGH    MEDIUM    LOW

Motivational Level: asks questions    eager to learn    anxious    uninterested    uncooperative    disinterested  
 denies need for education

Memory: No problem    Limited short term memory    Limited long term memory

Learning Barriers: None    Language    Cultural / Religious    Emotional    Hearing    Vision    Dexterity

Describe: \_\_\_\_\_

**Feeling:** *pattern involving the subjective awareness of information*

Comfort / Pain: (*Is patient in pain? Chronic? Acute? What methods relieve pain, provide comfort?*): \_\_\_\_\_

Emotional Integrity: (lonely, sad, depressed, angry, joy): \_\_\_\_\_

**Perceiving:** *pattern involving the reception of information:*

Sensory Perception: (*Able to receive information via all senses? Deficits noted?*): \_\_\_\_\_

Visual: \_\_\_\_\_      Contacts: \_\_\_\_\_      Eyeglasses: \_\_\_\_\_

Hearing: \_\_\_\_\_      Earaches: \_\_\_\_\_      Hearing Aids: \_\_\_\_\_

**Choosing:** *pattern involving the selection of alternatives*

Coping / Stress Management Measures: \_\_\_\_\_

Support systems: \_\_\_\_\_

### II. MOBILITY

**Moving:** *pattern involving activity*

See daily assessment for physical assessment component

Functional ability: (*independent, if not specify deficits and needs*): \_\_\_\_\_

Assistive devices required: \_\_\_\_\_

Orthopedic equipment: \_\_\_\_\_

Physical Therapy: \_\_\_\_\_

## Course Syllabus – Hybrid Course

Age related hazards of mobility: \_\_\_\_\_

Fall Risk: \_\_\_\_\_

Recreation / Play: \_\_\_\_\_

Self care: \_\_\_\_\_

### III. OXYGENATION

See daily assessment for physical assessment component

Home nebulizer / O<sub>2</sub> / CR monitor: \_\_\_\_\_

### IV. CELLULAR INTEGRITY

See daily assessment for physical assessment component

Skin integrity risk factors: none obesity incontinent urine/feces emaciated immobility prematurity altered

LOC altered sensation breakdown present Home treatment plan: \_\_\_\_\_

### V. REGULATION

**Exchanging:** *pattern involving mutual giving and receiving*

See daily assessment for physical assessment component

Recent weight loss or gain: \_\_\_\_\_

Therapeutic diet: \_\_\_\_\_ Dietary restrictions: \_\_\_\_\_

Suck quality: \_\_\_\_\_ Loose teeth: \_\_\_\_\_ Dentures: \_\_\_\_\_ Problems: \_\_\_\_\_

Sleep patterns: \_\_\_\_\_

Sexually active: \_\_\_\_\_ Sexual preference: \_\_\_\_\_ Birth Control: \_\_\_\_\_ Problems: \_\_\_\_\_

LMP: \_\_\_\_\_ Menarche (age): \_\_\_\_\_ Menopause (age): \_\_\_\_\_ BSE: \_\_\_\_\_

Difficulties: \_\_\_\_\_

Reproductive History: # of pregnancies: \_\_\_\_\_ # of births: \_\_\_\_\_ # of living children: \_\_\_\_\_ Problems: \_\_\_\_\_

Testes: \_\_\_\_\_ TSE: \_\_\_\_\_ Circumcised: \_\_\_\_\_ Problems: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Discharge Plan: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**REQUIRED CLINICAL ASSIGNMENTS  
FOR MENTAL HEALTH PORTION  
OF COURSE NUR 2712C HY**

## Course Syllabus – Hybrid Course

### MENTAL HEALTH NURSING CLINICAL COURSE OUTLINE

#### ACTIVITIES AND COURSE GUIDELINES

1. **Absences** - Due to the importance of the formation of a relationship with a client/patient and a group, attendance at all clinical experiences is required. If ill, the student should contact the clinical faculty before the time he/she is due to report. Lack of transportation will not be accepted as an excused absence.
2. **Individual Conferences** - may be set up by the student or instructor as necessary.
3. **Group Supervisory Conferences** - These conferences will be held each time the clinical group meets for clinical experience. It is the responsibility of all members of the clinical group to supervise one another in their clinical work. Each student is expected to learn to assess nursing problems he/she is having with his/her patient, or group, and to select appropriate nursing intervention for these problems, as well as to share this information with peers.
4. **Interpersonal Process Recordings (IPRS)** - In caring for the person with an emotional illness, the nurse's ability to relate is a principal skill. Thus, the behavior of the nurse and the patient as they relate to one another requires close supervision. Even the most experienced and educated psychiatric nurse benefits from a third person's observations of a relationship with a patient. Each student is required to submit process recordings during the clinical rotation. It is suggested that you record the verbal part of the interaction as soon as possible after it has taken place. After you have done this, think about what you have written. Complete the process recording using the format that follows in this syllabus.
5. **Medications** - The advent of tranquilizers and psychotropic drugs created many changes in the treatment of the emotionally ill. Through the use of these drugs individuals are made accessible to therapy. It is of utmost importance, therefore, that the student be acquainted with the various drugs used in the treatment of emotional illnesses. In the syllabus will be included a Mental Health Medications Competency Review. This is to be completed and turned in to clinical faculty and the various drugs will be covered on examinations.
6. **Interviewing Exercises** - From time to time throughout the semester, we will be involved as a group in interviewing patients. Your instructor will participate in this activity. The methodology used will be primarily focused on involving two or more persons in the interview. The purpose is to provide group members with the opportunity to look at different ways to go about talking with patients. It should help you to look at your own approach to patients, to look at how other students approach patients, and to have an opportunity to observe how your instructor interacts with patients.

## Course Syllabus – Hybrid Course

### REQUIRED CLINICAL EXPERIENCE

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The following experiences are required for each student during his/her clinical experience. All of the following criteria must be met in order for the student to complete NUR 2712C satisfactorily.

1. Interacts on a "One to One" basis with selected patients, using therapeutic communication skills at clinical site.
2. Satisfactorily completes one interpersonal process recording using the correct format.
3. Attends and participates in case conferences and team meetings held for the staff meetings.
4. Attends and participates in group therapy sessions, and/or community meetings.
5. Attends and participates in clinics, screenings, admission interviews, or emergency intakes.
6. Participates in patient activities such as recreational activities, occupational therapy, and unit meetings.
7. Teaches a client or group of clients a concept or necessary skill to maintain health and/or treat an illness.
8. Complete assigned Mental Status Assessments, using correct form.

### OPTIONAL CLINICAL EXPERIENCES

1. Participates in required seclusion/restraint demonstration in skills lab or on site.
2. Observes electrotherapy (E.C.T.) and assists with aftercare of the client.
3. Conducts a group therapy session
4. Safely administers medications for a group of patients, at least once after passing math equivalency test and completing medication competency review.
5. Accurately transcribes physician/nurse practitioner orders at least once
6. Writes at least three significant progress notes on assigned clients using correct form, depending upon clinical site.

**Course Syllabus – Hybrid Course  
CLINICAL MAKEUP ASSIGNMENT  
PSYCHIATRIC ROTATION**

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The purpose of this exercise is to provide you with a simulated psychiatric experience when a clinical instructor absence has occurred and you are asked to come to Lake Worth campus to make up clinical time. Please follow the directions carefully and complete the exercise fully. **The material is located at the Media Services lab on the first floor of the Central Campus library.**

***DIRECTIONS:* Remember to sign in and out at Nursing office.**

Due to numbers of materials available and to not overload media staff, if there is a group of students, you may double up to complete booklets and watch videos, but.... **YOU MUST PROVIDE YOUR OWN ANSWERS.**

**Pick up instructions and booklets from Media Personnel on first floor of library. They are labeled for Dr. Norris and Dr. Gaylord, NUR 2712 HY, Mental Health Nursing;**

**1. COMPLETE READING THESE 3 BOOKLETS AND ASSOCIATED QUESTIONS :**

- a.) "Communicating with Cognitively Impaired Persons"
- b.) "Communicating with Clients Experiencing Psychiatric Illness"
- c.) "Communicating at Times of Loss and Grief"

Please do not mark on the booklets, but write your answers on a separate sheet of paper that you provide. Label: NUR 2712 MH; Clinical Makeup Communication; date; your name; and clinical instructor's name. Answer all questions and exercises on this separate sheet of paper you bring with you.

**2. COMPLETE VIEWING OF THESE THREE STREAMING VIDEOS AND ASSOCIATED WORKSHEETS**

- a.) DV774-08 (streamed# 1-80112)  
"Effective Communication: The Helping Interview: Basic Components, Helper Qualities, and Attending Skills".
- b.) DV775-08 (streamed# 1-80113)  
"Effective communication: The Helping Interview: Opening, Questioning and Use of Silence"
- c.) DV776-08(streamed#1-80114)  
"Effective Communication: The Helping Interview: Responding and Closing"

**Please do not mark on the worksheets, but write your answers on a separate sheet of paper that you provide** Label: NUR 2712 Clinical Makeup Helping Interview; date; your name; and clinical instructor's name. Answer all questions and exercises on this separate sheet of paper you bring with you.

**3. CHOOSE 3 VIDEOS FROM THE LIST PROVIDED TO VIEW AND WRITE A BRIEF SUMMARY OF THE CONTENTS OF EACH.** Do not make choices based solely on length of video.

- a.) Upon completion of these exercises, please return all booklets and video material to the Media Services Desk.

**Last Of All, Please Submit Answer Sheets  
and Video Reviews to Clinical Instructor's Mailbox.**

## **Course Syllabus – Hybrid Course**

### **COURSE CONTENT OUTLINES BY CONCEPT**


**MEDICAL-SURGICAL  
HIGH ACUITY NURSING  
COURSE OBJECTIVES AND COURSE TOPICS**

## HUMAN RESPONSE: PATIENTS REQUIRING HIGH ACUITY CARE

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> <li>1. Articulates scientific principles applicable to the practice of high acuity nursing.</li> <li>2. Integrates concepts holistically to the nursing care of patients requiring high acuity care.</li> <li>3. Synthesizes mind, body and spirit dynamics of critical care nursing practice to patients, families and other health care workers.</li> <li>4. Applies concepts of high acuity care to specific pathological states and conditions.</li> <li>5. Utilizes critical thinking skills in nursing of diverse populations.</li> <li>6. Articulates sensitivity to the needs of culturally, religiously and ethnically diverse populations.</li> <li>7. Demonstrates ability to prioritize nursing care based upon comprehensive assessment of complex care needs of patients.</li> <li>8. Articulates appropriate diagnostics related to care of the critically ill patient.</li> <li>9. Evaluates human responses to nursing interventions.</li> <li>10. Anticipates needs of patients and families mind, body, and spirit based upon ability to set appropriate priorities.</li> <li>11. Integrates ethical and legal concepts relevant to professional nursing practice in the acute care setting.</li> <li>12. Initiates the nursing process in the care of patients across the life span.</li> </ol>	<ol style="list-style-type: none"> <li>I. <b>Orientation to Course</b> <ol style="list-style-type: none"> <li>A. Principles of High Acuity Nursing</li> </ol> </li> <li>II. <b>Integration of the 5 Major Concepts and the 5 Life States Across the Life Span.*</b> <ul style="list-style-type: none"> <li>• Oxygenation</li> <li>• Cellular Integrity</li> <li>• Regulation</li> <li>• Sensory/Perception/Cognition</li> <li>• Mobility</li> <li>• Wellness</li> <li>• Crisis</li> <li>• Transition</li> <li>• Chronicity</li> <li>• Stabilization</li> </ul> <ol style="list-style-type: none"> <li>A. Human responses to health challenges across the lifespan in the acutely ill patient.                             <ol style="list-style-type: none"> <li>1. Clinical findings</li> <li>2. Diagnostic evaluation</li> <li>3. Nursing management</li> <li>4. Treatment</li> <li>5. Health Promotion and Disease Prevention</li> </ol> </li> <li>B. Possible Health Challenges</li> </ol> </li> </ol>	<p><b>REQUIRED READINGS</b> Wagner, K. D., Johnson, K., &amp; Hardin-Pierce, M.(2009) <i>High acuity nursing</i>, (5th ed.).</p> <p><b>MODULE 1</b> High Acuity Nursing.</p> <p><b>MODULE 2</b> Holistic Care of the High Acuity Patient and Family</p> <p><b>MODULE 3</b> The Older Adult High Acuity Patient</p> <p><b>MODULE 4</b> Acute Pain in the High Acuity Patient</p>

Course Syllabus – Hybrid Course

**HUMAN RESPONSE: PATIENTS REQUIRING HIGH ACUITY CARE**

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<p>13. Integrates the principles of nutrition diet therapy and pharmacology as applicable.</p> <p>14. Evaluates cultural diversity affecting patient and family responses to health care of the patient.</p> <p>15. Incorporates principles of teaching and learning as specific to the patient and family needs.</p> <p>16. Synthesizes principles and concepts of high acuity care/community based nursing holistically and comprehensively.</p> <p>17. Evaluates human responses based upon knowledge of the science and art of high acuity care/community based nursing practice.</p>		



## CONCEPT: OXYGENATION

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> <li>1. Identify and classify the pharmacological aspects in the treatment of cardiac arrhythmias.</li> <li>2. Identify criteria used to determine the need for and extubation of mechanical ventilator support.</li> <li>3. Explain the commonly monitored ventilator settings.</li> <li>4. Describe the care of the client requiring mechanical ventilation.</li> <li>5. Implement the nursing interventions and management of nursing care of the patient on a mechanical ventilator.</li> <li>6. Explain the basic difference between restrictive and obstructive airway disease.</li> <li>7. Explain the difference between PEEP (positive end expiratory pressure) and CPAP (continuous positive airway pressure).</li> <li>8. Delineate between the nursing and collaborative management of the patient with ARDS</li> <li>9. Differentiate between early and late clinical manifestations of acute respiratory failure</li> <li>10. Develop and apply short and long term nursing goals for a patient on a mechanical ventilator</li> <li>11. Analyze abnormal arterial blood gases and describe the treatment modalities</li> <li>12. Discuss how preload, contractility, and afterload impact stroke volume.</li> </ol>	<p>A. Tissue Perfusion</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Hypoxia</li> <li>b. Shock</li> <li>c. Dysrhythmias</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>(1) Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>(2) Diagnosis</li> <li>(3) Planning</li> <li>(4) Implementation</li> <li>(5) Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED READINGS</b> Wagner, K. D., Johnson, K., &amp; Hardin-Pierce, M.(2009) <i>High acuity nursing</i>, (5th ed.).</p> <p><b>MODULE 25</b> Determinants and Assessment of Fluid and Electrolyte Balance</p> <p><b>MODULE 26</b> Alterations in Fluid and Electrolyte Balance</p> <p><b>MODULE 27</b> Alteration in Renal Function: Renal Failure</p> <p><b>MODULE 9</b> Determinates and Assessment of Pulmonary Gas Exchange</p> <p><b>MODULE 10</b> Alterations in Pulmonary Gas Exchange &amp; Nursing Care of the Patient with Altered Gas Exchange</p> <p><b>MODULE 11</b> Supporting Pulmonary Gas Exchange: Mechanical Ventilation</p> <p><b>MODULE 12</b> Determinants and Assessment of Cardiac Output</p>

Course Syllabus – Hybrid Course

**CONCEPT: OXYGENATION**

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<p>13. Identify the common clinical assessments that evaluate heart rate, preload, contractility, and afterload.</p> <p>14. Describe the purpose and functional components of a basic pulmonary artery catheter.</p> <p>15. Recognize normal pulmonary artery catheter waveforms.</p> <p>16. Describe and recognize the different types of fluids used to treat the patient in various shock states</p> <p>17. Understand and describe the different entities of shock states as applied to the high acuity patient</p> <p>18. Construct a plan of care directed towards a patient with Hypovolemic, Transport, Obstructive, and Cardiogenic Shock</p> <p>19. Explain and identify the pharmacological modalities of the following medications as applied to the high acuity patient: Dopamine, Nipride, Nitro, Manitol, Narcan, Digibind, Romazicon, Decadron, Diprovan, Levophed, Amiodarone, Lidocaine, Epinephrine, and Vasopressin</p> <p>20. Identify Neuromuscular Blockers utilized during patient Intubation</p>		<p><b>MODULE13</b> Assessment in Hemodynamic Status: Hemodynamic Monitoring</p> <p><b>MODULE 14</b> Assessment of Cardiac Rhythm: Basic Electrocardiographic Rhythm Interpretation</p> <p><b>MODULE 16</b> Alterations in Myocardial Tissue Perfusion</p> <p><b>MODULE 17</b> Determinants and Assessment of Oxygen Delivery and Oxygen Consumption</p> <p><b>MODULE 18</b> Alterations in Oxygen Delivery and Consumption: Shock States</p>

**CONCEPT: SENSORY/PERCEPTION/COGNITION and MOBILITY**

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> <li>1. Describe mechanism of spinal cord injuries.</li> <li>2. Discuss assessment and diagnosis of spinal cord injuries.</li> <li>3. Discuss nursing care of the patient with a spinal cord injury.</li> </ol>	<p>B. Spinal Cord Injury</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Cervical injuries</li> <li>b. Thoracic injuries</li> <li>c. Lumbar injuries</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>(1) Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>(2) Diagnosis</li> <li>(3) Planning</li> <li>(4) Implementation</li> <li>(5) Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED READINGS</b>            Wagner, K. D., Johnson, K., &amp; Hardin-Pierce, M.(2009) <i>High acuity nursing</i>, (5th ed.).</p> <p><b>MODULE 23</b>            Alteration in Sensory Perceptual Function: Acute Spinal Cord Injury</p> <p><b>MODULE 24</b>            Sensory Motor Complications of Acute Illness</p>

**CONCEPT: REGULATION**

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> <li>1. Discuss the pathophysiology of fusiform, saccular and dissecting aneurysms.</li> <li>2. Describe and recognize the symptoms and the potential complications of aneurysms.</li> <li>3. Discuss the various treatment modalities for aneurysms.</li> <li>4. Discuss nursing diagnosis and care to be implemented in the care of client with an AAA.</li> </ol>	<p>C. Abdominal Aortic Aneurysm (AAA)</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Fusiform Aneurysms</li> <li>b. Saccular Aneurysms</li> <li>c. Dissecting Aneurysms</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED READINGS</b>            Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing (2008), pp. 997-1001</p>

**CONCEPT: REGULATION**

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> <li>1. Defines the pathophysiology of hypoglycemic coma, diabetic ketoacidosis, and hyperglycemic hyperosmolar state (HHS)</li> <li>2. Differentiates between the causative factors, lab values and treatment modalities of hypoglycemic coma, diabetic ketoacidosis, and hyperglycemic hyperosmolar state (HHS).</li> <li>3. Delineate between insulin deficit and insulin sensitivity</li> <li>4. Discuss the high acuity care nursing implications of chronic diabetic complications.</li> <li>5. Develops and applies short and long-term goals in the care of a patient with diabetic ketoacidosis.</li> </ol>	<p>D. Glucose metabolism</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Diabetic Coma</li> <li>b. Diabetic Ketoacidosis (DKA)</li> <li>c. Hyperglycemic Hyperosmolar State (HHS)</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>(1) Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>(2) Diagnosis</li> <li>(3) Planning</li> <li>(4) Implementation</li> <li>(5) Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b><u>REQUIRED READINGS</u></b>            Wagner, K. D., Johnson, K., &amp; Hardin-Pierce, M.(2009) <i>High acuity nursing</i>, (5th ed.).</p> <p><b>MODULE 34</b>            Alterations in Glucose Metabolism</p> <p><b><u>RECOMMENDED</u></b>            Fain, J., (2002). Delivering insulin ‘round the clock. <i>Nursing 2002</i>, 54-56 (Insulin pumps)</p> <p>Fain, J., (2004). Unlock the mysteries of insulin therapy. <i>Nursing 2004</i>, 34:3, 41-44</p> <p>Funnell, M., Barlage, D., (2004). Managing Diabetes with “Agent Oral” <i>Nursing 2004</i>, 34:3, 36-40</p>

**CONCEPT: SENSORY/PERCEPTION/COGNITION**

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> <li>1. Discuss the relationships between intracranial volume and intracranial pressure.</li> <li>2. Describe the Monro-Kellie hypothesis.</li> <li>3. Define coup contracoup, autoregulation, cerebral blood flow, and intracranial pressure.</li> <li>4. Describe assessment of cerebral tissue perfusion.</li> <li>5. Discuss management of decreased cerebral tissue perfusion.</li> <li>6. Describe the pathophysiology of brain ischemia (Brain Attack).</li> <li>7. Describe the medical/surgical, pharmacologic, and nursing management of brain ischemia (Brain Attack).</li> <li>8. Discuss mechanisms of injury and skull fracture in closed head injuries.</li> <li>9. Differentiate between focal and diffuse brain injuries.</li> <li>10. Discuss secondary injuries and complications associated with closed head injuries.</li> <li>11. Describe mechanism of spinal cord injuries.</li> <li>12. Discuss assessment and diagnosis of spinal cord injuries.</li> <li>13. Discuss nursing care of the patient with a spinal cord injury.</li> </ol>	<p>E. Closed Head Injuries</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Intracerebral hemorrhages</li> <li>b. Brain attacks</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED READINGS</b> Wagner, K. D., Johnson, K., &amp; Hardin-Pierce, M. (2009) <i>High acuity nursing</i>, (5th ed.).</p> <p><b>MODULE 20</b> Determinates and Assessment of Cerebral Tissue Perfusion</p> <p><b>MODULE 21</b> Alterations in Cerebral Tissue Perfusion: Acute Brain Attack</p> <p><b>MODULE 22</b> Alteration in Sensory Perceptual Disorders: Acute Head Injury</p> <p><b>MODULE 21</b> Sensory Perceptual Disorders</p>

**CONCEPT: MOBILITY**

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> <li>1. Describe the overview of the trauma patient.</li> <li>2. Identify potential injuries that may occur from specific mechanisms and patterns of injury.</li> <li>3. Identify the common mechanisms of injury associated with trauma in the pregnant patient.</li> <li>4. Discuss the nursing assessment of the geriatric trauma patient.</li> <li>5. Describe the components of the primary survey.</li> <li>6. Describe the components of the secondary survey.</li> <li>7. Describe how to conduct a complete head to toe assessment on the trauma patient</li> <li>8. Describe the appropriate interventions for patients with trauma</li> <li>9. Discuss trauma resuscitation.</li> <li>10. Discuss management and complications of selected injuries.</li> <li>11. Discuss symptoms and derive nursing diagnoses for the patient with traumatic injuries.</li> </ol>	<p>F. Trauma</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Chest Trauma</li> <li>b. Cardiac Trauma</li> <li>c. Abdominal Trauma</li> <li>d. Pelvic Trauma</li> <li>e. OB Trauma</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED READINGS</b> Wagner, K. D., Johnson, K., &amp; Hardin-Pierce, M. (2009) <i>High acuity nursing</i>, (5th ed.).</p> <p><b>MODULE 38</b> Alteration in Multisystem Function: Multiple Trauma</p> <p><b>MODULE 35</b> Determinants and Assessment of Injury</p>

**CONCEPT: CELLULAR INTEGRITY**

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> <li>1. Describe three methods of wound healing.</li> <li>2. Identify conditions predisposing development of wound infections.</li> <li>3. Discuss rationale for various treatment modalities used in wound management.</li> <li>4. Describe the classification of the depth of a burn injury.</li> <li>5. Describe the assessment of burn injuries from electrical, chemical, thermal &amp; radiation causes</li> <li>6. Calculate amount of fluid replacement for a patient with burns.</li> <li>7. Discuss priority cardiovascular, pulmonary, renal, and GI assessments and interventions during the resuscitation phase of the burn client.</li> <li>8. Describe expected behaviors, emotional status, and levels of pain during the acute rehabilitation phase and the related interventions.</li> <li>9. Describe the nursing care of a burn patient in both the acute phase of injury and long-term management</li> <li>10. Contrast the physiologic changes that occur with the local inflammatory response with those that occur with the systemic inflammatory response syndrome.</li> <li>11. State the pathophysiologic changes that occur with MODS.</li> <li>12. Discuss major laws of the procurement protocols.</li> </ol>	<p>G. Complex wound management and acute burn injury</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Classifications of burn depth</li> <li>b. Complications of burns</li> <li>c. MODS</li> <li>d. Organ procurement</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED READINGS</b> Wagner, K. D., Johnson, K., &amp; Hardin-Pierce, M. (2009) <i>High acuity nursing</i>, (5th ed.).</p> <p><b>MODULE 19</b> Alterations in Tissue Perfusion: Multiple Organ Dysfunction Syndrome</p> <p><b>MODULE 36</b> Alterations in Skin Integrity: Complex Wound Management</p> <p><b>MODULE 37</b> Alteration in Skin Integrity: Acute Burn Injury</p>

Course Syllabus – Hybrid Course

**CONCEPT: CELLULAR INTEGRITY**

OBJECTIVES	TOPICS	LEARNING ACTIVITIES
<p>13. Discuss the definition and assessment of Brain Death.</p> <p>14. Discuss obtaining consent for procurement.</p>		

**HIGH ACUITY  
MENTAL HEALTH NURSING CLASSROOM THEORY  
COURSE OBJECTIVES AND COURSE TOPICS**

**CONCEPT: SENSORY/PERCEPTION/COGNITION**

Objectives	Topics	Learning Activities
<ol style="list-style-type: none"> <li>1. Demonstrates understanding of what is meant by the 5 axes of the DSM-IVR.</li> <li>2. Discusses the rationale for the legal procedures that follow: incompetency hearings, court commitment, the Baker Act.</li> <li>3. Defines informed consent, and least restrictive alternative environment.</li> <li>4. Differentiates between confidentiality and privilege (including the Tarasoff decision)</li> <li>5. Differentiate pseudo science, junk science and quackery from science.</li> <li>6. Discusses transcultural psychiatry</li> <li>7. Discusses how culture and society influence mental health and mental illness</li> </ol>	<ol style="list-style-type: none"> <li>A. Introduction to Mental Health Nursing               <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges                   <ol style="list-style-type: none"> <li>a. Mental Illness</li> </ol> </li> <li>2. Content                   <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                       <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED</b></p> <p>Mohr: Assigned Readings            Chapter 1 pp. 1-18            Chapter 3 pp.40-43            Chapter 4 pp.59-66            Chapter 5 pp.74-88            Chapter 6 pp. 93-115            Chapter 7 pp.118-128.</p> <p>Study Guides            1. Florida’s Baker Act (8pp)</p> <p>Recommended Film Viewing:            “The Changeling”            VT1-13091 (In class)            “Psychiatric Nursing-Profiles in Compassion” (Media Center)</p>

## Course Syllabus – Hybrid Course

### CONCEPT: SENSORY/PERCEPTUAL/COGNITION

Objectives	Topics	Learning Activities
<ol style="list-style-type: none"> <li>1. Clearly differentiates between therapeutic and social roles of the nurse.</li> <li>2. Clearly states the implications of gift giving for the nurse and the client.</li> <li>3. Differentiates between empathy and sympathy.</li> <li>4. Identifies disturbances of mental functioning when given examples.</li> <li>5. Demonstrates understanding of defense mechanisms and able to identify correctly when provided case scenario</li> <li>6. Voices comprehension of and demonstrates ability to perform complete mental status assessment.</li> </ol>	<p>B. The Nurse -Client Relationship</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Mental Illness</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED</b></p> <p>Mohr: Assigned Readings            Chapters 3 pp.40-43            8 - 11 pp. 133-203</p> <p>Study Guides            1. Defense Mechanism            2. Psychiatric Terms</p> <p>Required Film Viewing:            "Mental Status Examination"- video streamed film</p>

**Course Syllabus – Hybrid Course**

**CONCEPT: SENSORY/PERCEPTUAL/COGNITION**

Objectives	Topics	Learning Activities
<ol style="list-style-type: none"> <li>1. Discusses the etiology and the psychodynamics of the client with somatoform, dissociative and sexual disorders.</li> <li>2. Differentiates psychodynamics of somatoform disorder as being different from malingering and factitious disorders.</li> <li>3. Discusses the assessment, diagnosis, and nursing management of somatoform, dissociative and sexual disorders.</li> </ol>	<p>C. Somatoform, Dissociative and Sexual Disorders</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Commonly occurring anxiety related disorders</li> <li>b. Psychopathology R/T anxiety related disorders</li> <li>c. Community resources and support systems R/T anxiety related disorders</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED</b></p> <p>Mohr Assigned Reading Chapter 24 pp.444-478</p> <p>Study Guides</p> <ol style="list-style-type: none"> <li>1. The Concepts of Primary and Secondary Gain</li> <li>2. Sexual Identity Disorders</li> <li>3. Sexual Dysfunctions</li> <li>4. Gender Identity Disorders</li> </ol> <p>Recommended Film Viewing: “Transamerica”</p>

Course Syllabus – Hybrid Course

**CONCEPT: SENSORY/PERCEPTUAL/COGNITION**

Objectives	Topics	Learning Activities
<ol style="list-style-type: none"> <li>1. Define term cognitive disorder</li> <li>2. Differentiates between etiologies of various cognitive disorders</li> <li>3. Discusses the assessment, diagnosis, and nursing management of clients with cognitive disorders</li> </ol>	<p>D. Cognitive Disorders</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Delirium</li> <li>c. Dementia</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED</b></p> <p>Mohr Assigned Reading Chapter 31 pp. 652-688</p> <p>Study Guides 1. Cognitive Disorders</p> <p>Recommended Film Viewing- “The Notebook”</p>

**CONCEPT: SENSORY/PERCEPTION/COGNITION**

Objectives	Topics	Learning Activities
<ol style="list-style-type: none"> <li>1. Discusses, compares, and contrasts the behavior of clients with bipolar disorder.</li> <li>2. Discusses appropriate medications and compliancy issues in clients with bipolar disorder.</li> <li>3. Identifies the symptoms of toxicity in the client on medications for bipolar disorder.</li> </ol>	<p>E. Bipolar Disorder</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Bipolar I Disorder                   <ol style="list-style-type: none"> <li>1) Poor judgment</li> <li>2) Sleep deprivation</li> <li>3) Altered health maintenance</li> <li>4) Excessive activity level</li> </ol> </li> <li>b. Bipolar II Disorder</li> <li>c. Cyclothymic Disorder</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED</b></p> <p>Mohr: Assigned Reading            Chapter 16 pp 280-325            Chapter 28 pp.573-606            Chapter 35 pp. 751-767</p> <p>Study Guides</p> <ol style="list-style-type: none"> <li>1. The Bipolar Client Study Guide</li> <li>2. Study Guide – Mood Stabilizers</li> </ol> <p>View “Mr. Jones” (In class)</p>

Course Syllabus – Hybrid Course

**CONCEPT: SENSORY/PERCEPTION/COGNITION**

Objectives	Topics	Learning Activities
<ol style="list-style-type: none"> <li>1. Identify the behavioral manifestations of manipulation, suspiciousness, hysteria, and avoidance.</li> <li>2. Identify nursing interventions appropriate for use with clients manifesting various personality disorders.</li> <li>3. Describe the client with personality in terms of personality components, judgment, ability to profit from experience, feelings toward others, prognosis, and treatment.</li> </ol>	<p>F. Personality Disorders</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Challenges to adjustments</li> <li>b. Impaired social interaction</li> <li>c. Self-concept disturbance</li> <li>d. Chronic low self-esteem</li> <li>e. Spiritual distress</li> <li>f. Inability to set and achieve goals.</li> <li>g. Ambivalent behavior toward others, testing of others' loyalty</li> <li>h. Knowledge or skill deficit regarding ways to interact effectively with others</li> <li>i. Inability of client to provide positive feedback to family, chronicity exhausting family</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED</b></p> <p>Mohr; Assigned Reading: Chapter 25, pp. 481-503</p> <p>Study Guides Personality Disorder Notes</p> <p><b>RECOMMENDED</b></p> <p>View VT2799 "Personality Disorders: Failures of Adjustment"</p>

Course Syllabus – Hybrid Course

**CONCEPT: SENSORY/PERCEPTION/COGNITION**

Objectives	Topics	Learning Activities
<p>1. Discuss the symptoms associated with types of schizophrenia:</p> <p>A. Types of schizophrenia (DSM IV 295.00)</p> <ol style="list-style-type: none"> <li>(1) Paranoid 295.30</li> <li>(2) Catatonic 295.20</li> <li>(3) Disorganized 295.10</li> <li>(4) Residual 295.60</li> <li>(5) Undifferentiated 295.90</li> </ol> <p>2. Identifies positive and negative symptoms of persons with schizophrenia.</p> <p>A. Disturbances of Functioning</p> <ol style="list-style-type: none"> <li>(1) Mobility</li> <li>(2) Perception</li> <li>(3) Thought</li> <li>(4) Reality testing</li> <li>(5) Speech</li> <li>(6) Judgment</li> <li>(7) Affect</li> <li>(8) Memory</li> <li>(9) Defense mechanisms</li> <li>(10) Orientation</li> </ol> <p>3. When given a clinical description of a psychiatric patient, consider biological, environmental, and family dynamics that may have contributed to existing problems.</p> <p>4. Evidences knowledge regarding pharmacological interventions in schizophrenia including adverse effects.</p>	<p>G. Schizophrenia and Other Thought Disorders</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Schizophrenia                   <ol style="list-style-type: none"> <li>1) Risk for violence</li> <li>2) Disturbed thought process</li> <li>3) Altered sensory perception</li> <li>4) Self care deficit</li> <li>5) Chronic mental illness</li> <li>6) Caregiver role strain</li> <li>7) Community resources and support systems</li> </ol> </li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED</b></p> <p>Mohr assigned readings Chapter 16 pp. 280-325 Chapter 29 pp.573-606</p> <p>Study Guides</p> <ol style="list-style-type: none"> <li>1. The Patient with Schizophrenic Disorder</li> <li>2. Study Guide to Anti-psychotic Meds</li> </ol> <p><b>RECOMMENDED</b></p> <ol style="list-style-type: none"> <li>1. View VT 421 “World of the Schizophrenic” (Media Center)</li> <li>2. View “A Beautiful Mind”, “K-pak”</li> </ol>

Course Syllabus – Hybrid Course

**CONCEPT: SENSORY/PERCEPTION/COGNITION**

Objectives	Topics	Learning Activities
<ol style="list-style-type: none"> <li>1. Identifies the therapeutic skills needed to work with children and adolescents with severe mental disorders.</li> <li>2. Discusses the role of the family/school/ community in mental health promotion and mental illness prevention with children and adolescents.</li> <li>3. Utilizes the nursing process to develop a nursing care plan for children and adolescents (and families) with severe mental health disorders in the hospital and in the community.</li> <li>4. Participates in discussions of the nurse’s professional responsibility to differentiate between child/adolescent situational responses and behaviors indicating severe mental disorders.</li> <li>5. Discuss the ethical and legal issues associated with treatment issues of children and adolescents with severe mental disorders.</li> </ol>	<p>H. Pediatric Clients</p> <ol style="list-style-type: none"> <li>1. Selected Human Responses to Health Challenges               <ol style="list-style-type: none"> <li>a. Life Threatening Conditions</li> </ol> </li> <li>2. Content               <ol style="list-style-type: none"> <li>a. Pathophysiology</li> <li>b. Nursing Management                   <ol style="list-style-type: none"> <li>1. Assessment (History, Clinical findings and Diagnostic evaluation)</li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol> </li> <li>c. Health Promotion and Disease Prevention</li> </ol> </li> </ol>	<p><b>REQUIRED</b></p> <p>Mohr: Children and Adolescents            Chapter 2 pp.31-44            Chapter 3 pp 50-55            Chapter 4 pp 67-68            Chapter 36 pp. 280-325</p> <p><b>RECOMMENDED</b></p> <p>London (2007) Chapter 54, The Child with Alteration in Cognitive and Mental Health Function.</p> <p>VT-1-11737 World of Psychology: Behavior Disorders of Childhood (59’)</p> <p>Film- “Girl, Interrupted”</p>

**CLINICAL EVALUATION OF PERFORMANCE**

## **Course Syllabus – Hybrid Course**

### **NURSING PROGRAM CLINICAL EVALUATION OF PERFORMANCE**

These objectives represent the expected minimal outcomes for the student upon completion of the clinical components of the nursing program and reflects the program concepts and threads. \*\*Outcomes are based on the students ability to apply the nursing process to clinical practice and reflect continuing growth and improvement both within and among courses.

During each course's orientation to the clinical experience, the evaluation process is reviewed both programmatically and in relation to specifics of the course.

#### **EVALUATION CRITERIA**

4. Pass – Self Directed Independent Level
3. Pass – Moving toward Independent Level
2. Unsatisfactory – Needs Improvement (requires completion of a “Performance Improvement Plan”)
1. Failure – Dependent Level (requires completion of a “Performance Improvement Plan”)

(Each of the above areas is defined on page 3 and specifically in relation to the stated outcome).

#### **OUTCOMES**

A student must receive a “Pass” (3 or 4) criteria rating on all objectives identified for the current clinical course in order to pass by the end of the term. An “Unsatisfactory/failure” (1 or 2) criteria rating on any clinical course objective means an unsatisfactory grade regardless of the ratings on other items. All objectives identified as 1 or 2 at the mid-term, must improve to a criteria rating of 3 or 4 to successfully pass the course.

## Course Syllabus – Hybrid Course

### DEFINITIONS FOR EVALUATION CRITERIA

#### 4. Pass - Self-Directed Independent Level

- √ Performs safely and accurately during the performance\* and without\* supportive cues from the instructor.
- √ Demonstrates dexterity\* and coordination,\* while performing the skill.
- √ Completes the skill in minimal amount of time\*.
- √ Focuses on the patient\* while giving care.
- √ Appears relaxed and confident during performance.
- √ Applies knowledge of the principles of the skill accurately.\*

#### 3. Pass - Moving toward Independent Level

- √ Performs safely and accurately during the performance\* with occasional directive cue\* from the instructor.
- √ Demonstrates coordination and dexterity\*, but uses some unnecessary energy\* to complete the skill.
- √ Generally appears relaxed and confident most of time with occasional display of anxiety.
- √ Completes the skill within a reasonable time\* frame.
- √ Focuses on the patient initially, but as the skills progresses, focuses on the task.\*
- √ Applies knowledge of the principles of the skill accurately with occasional cue from the instructor.\*

#### 2. Unsatisfactory - Needs Improvement

- √ Performs safely and accurately with frequent direction or cues from the instructor \*\* during the performance.
- √ Requires frequent direction or cues \* from the instructor.
- √ Demonstrates partial lack of dexterity \*; is awkward.
- √ Takes a longer time \* to complete the skill.
- √ Wastes energy\* due to poor planning/anxiety.
- √ Focuses primarily on the task, not on the client\*.
- √ Needs direction in application of the principles of the task\*.

#### 1. Failure - Dependent Level

- √ Performs the skill in an unsafe\* manner.
- √ Requires constant supportive and directive cues\* from the instructor.
- √ Takes an unreasonable length\* of time to complete the skill.
- √ Lacks organization\* due to poor planning.
- √ Wastes energy\* due to disorganization or incompetence.
- √ Focuses entirely on the skill or own behavior\*.
- √ Unable to identify or apply the principles of the skill.\*

\* *Distinctive Criteria for Competency Level*

Course Syllabus – Hybrid Course

NURSING PROGRAM

CLINICAL EVALUATION TOOL CUMULATIVE RECORD

Student's Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

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NUR 1023L

Course Grade: \_\_\_\_\_

Absences: \_\_\_\_\_

Tardiness: \_\_\_\_\_

Completion Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

MIDTERM COMMENTS: Date: \_\_\_\_\_

P \_\_\_\_\_

F \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

FINAL COMMENTS: Date: \_\_\_\_\_

P \_\_\_\_\_

F \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

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Course Syllabus – Hybrid Course

NURSING PROGRAM

CLINICAL EVALUATION TOOL CUMULATIVE RECORD

Student's Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

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NUR 1213L

Course Grade: \_\_\_\_\_

Absences: \_\_\_\_\_

Tardiness: \_\_\_\_\_

Completion Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

MIDTERM COMMENTS: Date: \_\_\_\_\_

P \_\_\_\_\_

F \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

FINAL COMMENTS: Date: \_\_\_\_\_

P \_\_\_\_\_

F \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

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Course Syllabus – Hybrid Course

NURSING PROGRAM

CLINICAL EVALUATION TOOL CUMULATIVE RECORD

Student's Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

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NUR 2261L

Course Grade: \_\_\_\_\_

Absences: \_\_\_\_\_

Tardiness: \_\_\_\_\_

Completion Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

MIDTERM COMMENTS: Date: \_\_\_\_\_

P \_\_\_\_\_

F \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

FINAL COMMENTS: Date: \_\_\_\_\_

P \_\_\_\_\_

F \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

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Course Syllabus – Hybrid Course

NURSING PROGRAM

CLINICAL EVALUATION TOOL CUMULATIVE RECORD

Student's Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

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NUR 2712C

Course Grade: \_\_\_\_\_

Absences: \_\_\_\_\_

Tardiness: \_\_\_\_\_

Completion Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

MIDTERM COMMENTS: Date: \_\_\_\_\_

P \_\_\_\_\_

F \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

FINAL COMMENTS: Date: \_\_\_\_\_

P \_\_\_\_\_

F \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

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## Course Syllabus – Hybrid Course

### EVALUATION OF CLINICAL PERFORMANCE

STUDENT NAME: \_\_\_\_\_

STUDENT ID #: \_\_\_\_\_

Date	1023L	1213L	2261L	2712C		
MT					<b>Critical to all Courses</b>	<b>NURSING PROCESS - The Student Will:</b>
F						A. Demonstrate biopsychosocial assessment skills in collection and analysis of data to identify the needs of the client. <ol style="list-style-type: none"> <li>1. Has difficulty in observing and assessing data despite guidance and supervision from instructor.</li> <li>2. Needs frequent direction in order to assess needs of client.</li> <li>3. Observes and assesses data with minimal assistance from the instructor.</li> <li>4. Independently observes and assesses data.</li> </ol>
MT					<b>Critical to all courses</b>	B. Formulate goals based on data. <ol style="list-style-type: none"> <li>1. Has difficulty formulating patient behavioral objectives.</li> <li>2. Requires frequent input in order to formulate client behavioral objectives.</li> <li>3. Formulates patient behavioral objectives with minimal assistance from the instructor.</li> <li>4. Independently formulates patient behavioral objectives correctly based on data.</li> </ol>
F						
MT					<b>Critical to all courses</b>	C. Uses critical thinking to formulate a plan of care based on client oriented behavioral objectives. <ol style="list-style-type: none"> <li>1. Unable to use critical thinking to formulate a plan of care.</li> <li>2. Requires frequent direction from instructor to use critical thinking to formulate a plan of care.</li> <li>3. Applies critical thinking while formulating a plan of care with occasional support from instructor.</li> <li>4. Applies critical thinking while formulating a plan of care.</li> </ol>
F						
MT					<b>Critical to all courses</b>	D. Write a plan of care based on patient oriented behavioral objectives.. <ol style="list-style-type: none"> <li>1. Has difficulty identifying nursing diagnosis in priority, planning nursing actions, identifying scientific rationale and evaluating the plan, despite guidance and supervision of instructor.</li> <li>2. Needs frequent direction in order to write a plan of care based on client behavioral objectives.</li> <li>3. Identifies nursing diagnosis in priority, plans nursing actions, identifies scientific rationale and evaluates the plan with minimal assistance from instructor.</li> <li>4. Independently identifies nursing diagnosis in priority, plans nursing actions, identifies scientific rationale and evaluates the plan.</li> </ol>
F						
MT					<b>Critical to all courses</b>	E. Implement nursing measures to meet <u>prioritized client</u> need. <ol style="list-style-type: none"> <li>1. Some planning but does not take into consideration patient data; and/or is not able to establish priorities.</li> </ol>

## Course Syllabus – Hybrid Course

Date	1023L	1213L	2261L	2712C		
F						<ul style="list-style-type: none"> <li>2. Wastes energy due to poor planning in order to implement nursing measures to meet prioritized client need.</li> <li>3. Assignment planned, priorities established, and usually carried through as intended except for unexpected circumstances.</li> <li>4. Assignment planned and organized so as to afford patient and family maximum comfort.</li> </ul>
MT					<b>Critical to all courses</b>	F. Evaluate the effectiveness of nursing interventions and adapts plan of care accordingly. <ul style="list-style-type: none"> <li>1. Requires constant support to evaluate effectiveness of interventions.</li> <li>2. Requires frequent support to evaluate effectiveness of interventions.</li> <li>3. Requires minimal assistance to evaluate effectiveness of interventions.</li> <li>4. Correctly evaluates effectiveness of interventions.</li> </ul>
F						
MT					<b>Critical to all courses</b>	G. Report and record nursing process. <ul style="list-style-type: none"> <li>1. Has difficulty in observing and recording data, despite guidance and supervision from instructor: database is incomplete.</li> <li>2. Needs frequent direction from instructor during reporting and recording of nursing process.</li> <li>3. Able to observe and record data, with minimal assistance from instructor: database is complete, descriptive and accurate.</li> <li>4. Independently observes and records data; database is complete, descriptive and accurate.</li> </ul>
F						
MT					<b>Critical to all courses</b>	H. Performs technical aspects of care. <ul style="list-style-type: none"> <li>1. Makes errors, recognizes and corrects a few of them, requires much supervision and/or prompting from instructor.</li> <li>2. Demonstrates partial lack of dexterity while performing technical aspects of care.</li> <li>3. Makes minimal errors or omissions, recognizes and corrects most of them; requires little supervision and/or prompting from instructor</li> <li>4. Consistently performs skills accurately and efficiently without requiring prompting from instructor.</li> </ul>
F						
MT					<b>Critical to all courses</b>	I. Explain rationale for performing basic nursing skills and technical procedures. <ul style="list-style-type: none"> <li>1. Seldom applies previously learned principles; requires much guidance.</li> <li>2. Occasionally applies previously learned principles; requires frequent guidance.</li> <li>3. Usually applies previously learned principles; requires minimal guidance.</li> <li>4. Consistently and independently applies previously learned principles.</li> </ul>
F						
MT					<b>Critical to all courses</b>	J. Calculate, prepare and administer medications accurately. <ul style="list-style-type: none"> <li>1. Makes errors in securing correct medications, calculating dosages; preparing and administering medications; and requires prompting to correct errors.</li> <li>2. Performs safely and accurately with frequent direction or cues from the instructor during the performance.</li> <li>3. Makes minimal errors in securing correct medication; calculating dosages; preparing and administering medications; and, recognizes and corrects errors with minimal assistance.</li> <li>4. Is accurate and efficient in securing correct medication, calculating dosages, preparing and administering medications.</li> </ul>
F						
MT					<b>Critical to all courses</b>	K. Discuss relevant data regarding medications. <ul style="list-style-type: none"> <li>1. Unable to state physiologic action of drugs, recognize behavior and physiologic changes due to drugs, and adapt nursing care according to effects of drugs.</li> </ul>

## Course Syllabus – Hybrid Course

Date	1023L	1213L	2261L	2712C		
F						<ol style="list-style-type: none"> <li>2. Needs frequent direction from instructor in order to state physiologic action of drugs, etc.</li> <li>3. Usually able to state physiologic action of drugs, recognize behavior and physiologic changes due to drugs, and adapt nursing care according to effects of drugs.</li> <li>4. Is accurate and efficient in stating physiologic action of drugs, recognizing behavior &amp; behavioral changes to drugs, and adapting nursing care according to the effect.</li> </ol>
MT					<b>Critical to all courses</b>	<b>TEACHING-CLIENT/FAMILY - The Student will:</b>
F						<ol style="list-style-type: none"> <li>L. Perform appropriate teaching with clients and/or families applying principles of learning and teaching.                             <ol style="list-style-type: none"> <li>1. Rarely able to apply principles of teaching and learning, requires much guidance.</li> <li>2. Sometimes able to apply principles of teaching and learning, requires frequent guidance.</li> <li>3. Usually able to apply principles of teaching and learning, requires minimal guidance.</li> <li>4. Consistently and independently able to apply principles of teaching and learning.</li> </ol> </li> </ol>
MT					<b>Critical to all courses</b>	<b>COMMUNICATION - The student will</b>
F						<ol style="list-style-type: none"> <li>M. Collaborate effectively with other members of the health team to promote continuity of care.                             <ol style="list-style-type: none"> <li>1. Communication is rarely effective and requires much guidance.</li> <li>2. Communication is occasionally effective and requires frequent prompting.</li> <li>3. Communication is usually effective and requires minimal guidance.</li> <li>4. Communication is consistently effective and is done independently.</li> </ol> </li> </ol>
MT					<b>Critical to all courses</b>	<ol style="list-style-type: none"> <li>N. Present appropriate and therapeutic responses to patient situations, including appropriate facial expressions, body language and responses.                             <ol style="list-style-type: none"> <li>1. With guidance, unable to adapt to patient’s circumstances; little insight into personal behaviors and responses; no change in behaviors.</li> <li>2. With frequent guidance, is able to adapt to patient’s circumstances; occasional insight into personal behaviors and responses; occasional change in behaviors.</li> <li>3. With minimal guidance, able to adapt to patient’s circumstances; insight into personal behaviors and responses; shows change in behavior.</li> <li>4. Adapts readily to patient circumstances. Good insight into personal behaviors.</li> </ol> </li> </ol>
F						
MT					<b>Critical to all courses</b>	<ol style="list-style-type: none"> <li>O. Establish purposeful interpersonal relationships and demonstrate effective communications with the client and/or family members.                             <ol style="list-style-type: none"> <li>1. Communication is rarely effective and requires guidance.</li> <li>2. Communication is occasionally effective but requires guidance.</li> <li>3. Communication is usually effective and requires minimal guidance.</li> <li>4. Communication is effective and independent.</li> </ol> </li> </ol>
F						

## Course Syllabus – Hybrid Course

Date	1023L	1213L	2261L	2712C		
MT					<b>Critical to all courses</b>	<p><b>JUDGEMENT, RESPONSIBILITY, &amp; ACCOUNTABILITY - The student will</b></p> <p>P. Perform nursing measures with respect to client’s dignity, safety and confidentiality.</p> <ol style="list-style-type: none"> <li>1. Client’s dignity, safety and confidentiality over-looked; error(s) made were actually or potentially dangerous to the welfare to the patient.</li> <li>2. Client’s dignity, safety and confidentiality occasionally over-looked; error(s) made were not actually or potentially dangerous to the welfare of the patient.</li> <li>3. Client’s dignity, safety and confidentiality usually considered and demonstrated; error(s) made were not dangerous to the welfare of the patient.</li> <li>4. Client’s dignity, safety and confidentiality consistently considered and demonstrated.</li> </ol>
F						
MT					<b>Critical to all courses</b>	<p>Q. Display judgment and objectivity in situations. Makes decisions that reflect both knowledge of fact and sound judgment.</p> <ol style="list-style-type: none"> <li>1. Has difficulty functioning after initial direction; needs repeated explanations.</li> <li>2. Requires frequent directions; occasionally demonstrates acceptable use of judgment and objectivity in some situations.</li> <li>3. Able to follow initial directions; demonstrates acceptable use of judgment and objectivity in most situations.</li> <li>4. Rarely needs direction; is consistently able to make judgments independently and with objectivity.</li> </ol>
F						
MT					<b>Critical to all courses</b>	<p>R. Oral and/or written assignments meet established criteria as stated in course syllabus.</p> <ol style="list-style-type: none"> <li>1. Preparations/assignments that contain spelling and grammar errors, lack depth, are incomplete and unsatisfactory.</li> <li>2. Preparations/assignments are occasionally done that meet established criteria.</li> <li>3. Preparations/assignments are usually complete and satisfactory.</li> <li>4. Preparations/assignments display consistent in-depth content and usually go beyond the requirements for the assignment.</li> </ol>
F						
MT					<b>Critical to all courses</b>	<p>S. Accept and profit from constructive criticism.</p> <ol style="list-style-type: none"> <li>1. Rarely accepts and profits from constructive criticism.</li> <li>2. Occasionally accepts and profits from constructive criticism.</li> <li>3. Usually accepts and sometimes profits from constructive criticism.</li> <li>4. Accepts and profits from constructive criticism.</li> </ol>
F						
MT					<b>Critical to all courses</b>	<p>T. Actively participate in clinical conferences.</p> <ol style="list-style-type: none"> <li>1. Seldom participates in post conferences or displays inappropriate behavior.</li> <li>2. Occasionally participates with frequent cues from instructor.</li> <li>3. Usually participates in post conferences.</li> <li>4. Consistently contributes to post conferences.</li> </ol>
F						

### Course Syllabus – Hybrid Course

Date	1023L	1213L	2261L	2712C		
MT					<b>Critical to all courses</b>	U. Correlate classroom theory to clinical practice. 1. Shows little or no knowledge beyond immediately defined nursing care. 2. Occasionally correlate theory to clinical practice. 3. Usually correlates theory to clinical practice to implement care. 4. Consistently correlates theory to clinical practice to implement care.
F						
MT					<b>Critical to all courses</b>	V. Demonstrate self-direction and assume responsibility for his/her own growth and learning. 1. Lacks initiative; is non-assertive and does not follow through with responsibility. 2. Needs direction in order to move toward assuming responsibility for his/her own growth and learning. 3. Usually demonstrates initiative and assertiveness, and usually follows through with responsibility. 4. Consistently demonstrates initiative, assertiveness, self-direction and creativity; goes beyond required tasks.
F						
MT					<b>Critical to all courses</b>	W. Organize assignments so that completed in a specified amount of time. 1. Does not complete assignment on time. 2. Occasionally completes assignments on time. 3. Usually completes assignment on time. 4. Consistently completes assignment on time.
F						
MT					<b>Critical to all courses</b>	X. Adhere to the nursing department's and course standards regarding professional behavior. 1. Does not adhere to these standards. 2. Occasionally adheres to these standards. 3. Usually adheres to these standards. 4. Consistently adheres to standards.
F						
MT					<b>Critical to all courses</b>	Y. Utilize an appropriate assertive approach to clients, family, health care team, visitors and faculty. 1. Approach is often inappropriate. 2. Approach is occasionally appropriate. 3. Approach is usually appropriate. 4. Uses appropriate assertive approach.
F						