Course Title: NSG 340: Advanced Care Concepts

Credits: 5 Credits

Course Description: The nursing process is used in assisting adults and their families, within their communities, to achieve optimum health and to resolve complex health problems

Pre-Requisite Courses: NSG237, NSG238, NSG241

Co-Requisite Courses: NSG242, NSG321

Placement: First Semester, Senior Year.

Faculty: Susan Malkemes DNP, CCRN

Class:
Textbooks/Materials


Recommended Textbooks/Materials:


Course Outcomes:

At the end of the course, the student will:

1. Integrate concepts from the humanities, physical and social sciences and nursing to the care of adults and their families.
2. Use the nursing process to assist adults to prevent illness and to promote, maintain, and/or restore health.
3. Use identified standards of care in assisting adults with increasingly complex needs.
4. Participate with consumers and providers of health care in meeting increasingly complex human needs.
5. Relate research findings to nursing practice.
6. Demonstrate development of the professional role in clinical practice.

Teaching Strategies:

The following teaching strategies may be utilized:

1. Lecture,
2. Case study,
3. Concept map
4. Gaming.
**Description:**

**University Mission:**
To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the University’s commitment to community engagement.

**Passan School of Nursing Mission:**
The mission of the Passan School of Nursing is to promote interprofessional practitioners of nursing, who provide quality health care in a constantly evolving multicultural world, engage in lifelong learning, and expand nursing science through scholarship, technology, and academic excellence, while engaging in community service.

**Requirements and Evaluation Components:**

Assessment of the student’s progress is an ongoing process involving the student and instructor. The final grade is the composite of the theoretical.

The stated course outcomes serve as the basis of evaluation. Course evaluation tools vary and may include unit quizzes, unit exams, a final exam, term project, and written assignments.

Tests will be objective and/or subjective. Tests will include materials from lectures, readings, and CNSC assignments (Specific to Physical Assessment). If a discrepancy exists among resources, the required textbook is considered the final authority on the subject.

Unannounced quizzes and assignments may be given at any time and additional readings may be assigned.

All unit and final exams must be taken on the scheduled dates. Test dates are subject to change with adequate notification by faculty. If a student is unable to be present for an exam, the student must contact the instructor prior to the exam for permission to miss the exam. If this is not done, a makeup examination will not be given and the test score will result in a “0”. 
Equivalence of grades:

The theory grade is determined by the following:

- 4.0 = 92 – 100%
- 3.5 = 88 – 91%
- 3.0 = 84 – 87%
- 2.5 = 79 – 83%
- 2.0 = 75 – 78%
- 1.5 = 70 – 74%
- = 65 – 69%
- = less than 65%

PROGRESSION POLICY

In order to progress INTO clinical nursing courses, students must:

- Complete the ATI/TEAS test exam
  - Wilkes University’s Passan School of Nursing requires that the student score 58.7 or higher, including the Accelerated Baccalaureate students.
- Earn a 2.5 or better in all prerequisite nursing courses:
  - BIO 113 (Microbiology); BIO 115, and 116 (Anatomy and Physiology I and II); CHM 111 (Fundamentals of Chemistry); and ENG 101 (Composition).
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

In order to progress THROUGH the nursing curriculum, all nursing majors must:

- Earn a 2.5 or better in all nursing courses.
- Earn a 2.5 or better in all required science courses.
- Meet expected outcomes in all nursing courses.
  - A nursing student who earns less than a 2.5 in a nursing course may repeat that course once.
    - A nursing student who earns less than a 2.5 in a second nursing course is ineligible to continue in the nursing program.
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.
The theory grade will be determined as follows:

3 (one hour exams)……………………………………………….45%
Quizzes or assignments…………………………………………..10%
Paper Assignment………………………………………………...10%
Pass Point Assignment……………………………………………..5%
ATI Proctored Examination……………………………………10%
Comprehensive Final…………………………………………….20%

Course Policies:

The link for the Passan School of Nursing Handbook is:

All students are required to read and submit an attestation document at the beginning of each academic year. Students must adhere to all policies in the Passan School of Nursing Handbook

Professionalism:
Please see policy in the Passan School of Nursing Student Handbook.

Attendance:
The faculty and staff of the Passan School of Nursing understand that the student is an adult learner. Attendance is required at all classes.

Dress Policy:
Please see policy in the Passan School of Nursing Student Handbook.

Academic Honesty:
At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgement.
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.
Any student who violates the Intellectual Responsibility and Plagiarism Policy will fail the course.

**Communication Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Taping:**
The School of Nursing adheres to all university policies on academics published in the Wilkes University Student Handbook. In addition, the student is advised to read and comply with the policies of the School of Nursing published in the Nursing Student Handbook as noted online. Students are not permitted to tape lectures without specific permission from the instructor.

**Completion of Required Clinical Nursing Simulation (CNSC) Requirements:**
Please see policy in the Passan School of Nursing Student Handbook.

**Examination Policy & Procedure:**
Please see policy in the Passan School of Nursing Student Handbook.

**Medication Proficiency Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Assignment Due Dates:**
Please see policy in the Passan School of Nursing Student Handbook.

**Academic Support:**
If a student earns a grade of less than 79% on any exam, the student is expected to meet with the course instructor. The student may also be asked to meet with the Retention and Remediation Coordinator. At the time of midterm, the student is strongly advised to discuss their academic concerns, if any, with their nursing advisor, course instructor, and Retention & Remediation Coordinator. The student may be referred
to University College, located in Conyngham Hall, for academic support services (i.e. peer tutoring, test taking support, time management, note taking, and study skills).

**Clinical Requirements and Evaluations of Components:**

Attendance at all clinical experiences is required. Refer to School of Nursing Student handbook Guidelines Governing Attendance at the Clinical Experience.

All written assignments must be satisfactorily completed in order to pass the clinical component of the course. Students who do not satisfactorily complete assignments at the appropriate time will jeopardize their satisfactory completion of the clinical component of the course.

**Clinical Skill Checklist:**

Each student will receive his/her clinical skills checklist during the first day of class for all incoming students. The nursing student is responsible for bringing the checklist to each clinical experience throughout the nursing program. The clinical instructor will be responsible for initialing and dating the skills when first accomplished and at the point of proficiency. The clinical instructor and student will review the form for completeness and accuracy at the time of each clinical evaluation. The student is responsible for maintaining the hard copy of the clinical skills checklist throughout the program. A scanned copy will be submitted to an electronic drop box at the completion of the clinical rotation.

**Student Community Service Requirement:**

Please see policy in the Passan School of Nursing Student Handbook.

**Policy on Integrated Testing Program:**

All students are required to complete the Integrated Testing Program administered by the School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.

**Course Examinations:**

Please see policy in the Passan School of Nursing Student Handbook.
Advisement:  
Every nursing major is assigned a faculty advisor within the Passan School of Nursing. Students must check the roster as posted in the Passan School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.
<table>
<thead>
<tr>
<th>Unit/Module</th>
<th>Topic/Content</th>
<th>Student Learning Outcomes</th>
<th>Resources</th>
<th>Assessment Activities</th>
<th>Course Outcomes</th>
</tr>
</thead>
</table>
| I. Emergency Nursing| A. Triage     | 1. Compare the types of illness and injuries that characterize most emergency department visits.  
2. Discuss the role of the nurse in completing a focused physical assessment  
   a. Interview-chief complaint  
   b. Initial care  
   c. Primary survey  
   d. Secondary survey  
3. Identify the association between triage assessment findings and typical chief complaints  
4. Describe the process of emergency department triage using the Emergency Severity Index (ESI)  
5. Compare and contrast the levels of acuity in the ESI 5-Tier system  
   b. Explain how triage categorization changes across the lifespan  
6. Discuss the requirements and implications of specific laws and regulations that are applicable to the emergency practice setting | Morton & Fontaine Chpt 1,4 and pgs 470-475  
Handout: The Emergency Severity Index 5-Tier Triage System | ATI Module  
*Priority setting frameworks  
*Physical Assessment Adult  
Triage Case Studies Examination  
Clinical Assessment Activities | 1-2-3-4-5 |
<table>
<thead>
<tr>
<th>II. Acute Neurologic Presentation</th>
<th>1. Head Injury</th>
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</thead>
<tbody>
<tr>
<td>a. EMTALA</td>
<td>1. Differentiate between the levels of alteration of consciousness LOC</td>
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<tr>
<td>b. Consent</td>
<td>2. Describe the bedside tools used to identify a change in a patient’s LOC</td>
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<tr>
<td></td>
<td>a. Glasgow Coma Scale</td>
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<td></td>
<td>b. Cranial nerve exam</td>
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<tr>
<td>7. Discuss the need for a valid and reliable triage system in the emergency care settings</td>
<td>3. Discuss the presentation of a patient with increased intracranial pressure (ICP) including physiologic changes and Cushing's response</td>
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<td>8. Identify the common mechanisms of injury associated with traumatic injury</td>
<td>3. Identify the mechanism of injury, pathophysiology, presentation, and acute management of the</td>
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<td>9. Describe Triage nurse qualifications</td>
<td><strong>Morton &amp; Fontaine Chpts 21, 22</strong></td>
</tr>
<tr>
<td>10. Discuss the rationale for and components of the SBAR communication technique</td>
<td><strong>Learning Nurse Anatomy &amp; Physiology 1 &amp; 2</strong></td>
</tr>
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<td><strong>Neurologic Seizures</strong></td>
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<tr>
<td></td>
<td><strong>Quiz Examination Clinical Assessment Activities</strong></td>
</tr>
<tr>
<td></td>
<td>2-3-4-5-6</td>
</tr>
</tbody>
</table>
2. Spinal Cord Injury

patient with traumatic brain injuries
a. Closed head injury
b. Penetrating skull injury
c. Subdural hematoma
d. Subarachnoid bleed
e. Epidural hematoma
   i. Diffuse axonal injury
4. Discuss the nursing care of the patient receiving Intracranial Pressure (ICP) monitoring
   a. Monitoring devices
   b. Cerebral Perfusion Pressure
5. Identify nursing and medical interventions for patients with a Head Injury
   a. Skull fractures
   b. Penetrating skull injury
   c. Closed head injury
6. Identify the population at risk for spinal cord injury
7. Identify the mechanism of injury, pathophysiology, presentation, and acute management of the patient with spinal cord injuries

Morton & Fontaine Chpt 23

Quiz
Examination
Clinical Assessment Activities
| III. Acute Cardiovascular Presentation | 1. Cardiac Surgery | 1. Discuss nursing responsibilities related to the care of the cardiac surgical patient  
a. Hemodynamic Monitoring  
b. Pain  
c. Medication  
d. IABP  
e. Advanced fluid resuscitation  
2. Outline the causes, symptoms, and treatments of aortic disorders | Morton & Fontaine Chpt 13 & 14 | Quiz  
Examination  
Clinical Assessment Activities  
ATI-Cardiovascular  
CVAD, Chest Tube Learning Nurse  
2-3-5-6-7 |

| | 2. Aneurysms | | | |
| IV. Acute Respiratory Presentation | 1. Thoracic Trauma | a. Thoracic aneurysm  
b. Abdominal Aortic Aneurysm |
|-----------------------------------|-------------------|------------------------------------------------------------------|
|                                  | 2. Advanced Airway Management | 1. Explain the clinical manifestations associated with life-threatening thoracic injuries  
   a. Myocardial contusion  
b. Cardiac tamponade  
c. Blunt thoracic injury  
d. Pneumothorax  
2. Discuss the physiologic and psychological factors associated with mechanical ventilation  
   a. Ventilator bundles |
|                                  |                                 | Morton & Fontaine Chpts 10, 15, 16, 17 |
|                                  |                                 | Quiz Examination  
  Clinical Assessment Activities |
|                                  |                                 | 2-3-5-6 |
| V. Acute Abdominal Presentation  | 1. Abdominal trauma | 1. Identify the mechanism of injury, pathophysiology, presentation, and acute nursing and medical management of the patient with abdominal trauma  
   a. Blunt  
b. Penetrating  
c. Peritonitis  
2. Compare and contrast the etiology and patient presentation related to upper and lower gastrointestinal bleeding |
|                                  | 2. Gastrointestinal (GI) bleeding | Morton & Fontaine Chpts 24, 25  
ATI Skills  
NGT, Blood Administration  
Learning Nurse |
|                                  |                                 | Quiz Examination  
  Clinical Assessment Activities |
|                                  |                                 | 2-3-5-6 |
| VI. Acute Renal Presentation | 1. Renal Trauma | 3. Explain the significance of hemodynamic status related to blood loss in GI bleeding | Morton & Fontaine Chpt 18, 20 Learning Nurse | Quiz Examination Clinical Assessment Activities | 2-3-5-6 |
| 2. Acute Renal Failure | 1. Discuss the mechanism of injury, pathophysiology, presentation, and acute nursing and medical management of the patient with renal and genitourinary trauma | 2. Identify strategies to prevent acute renal failure for patients receiving contrast induced nephropathy |
| VII. Thermal Injury | 1. Burn Injury | 1. Describe the assessment of the patient with a thermal injury | Morton & Fontaine Chpt 32 | Quiz Examination Clinical Assessment Activities | 2-3-5-6 |
| 2. Identify the purpose and methods of fluid resuscitation in the patient with a thermal injury |
| VIII. Forms of Shock | 1. Shock | 1. Identify the initial and ongoing management priorities for the patient in shock | Morton & Fontaine Chpt 33 | Quiz Examination Clinical Assessment Activities | 2-3-5-6 |