

Xavier University

## Exhibit

---

Nursing Syllabi Fall 2018

Nursing Syllabi 2018

---

2018

## 224 Nursing Therapeutics I: Assessment

Mary Beth Doyle  
doylem7@xavier.edu

Follow this and additional works at: [https://www.exhibit.xavier.edu/nursing\\_syllabi\\_fall\\_2018](https://www.exhibit.xavier.edu/nursing_syllabi_fall_2018)

---

### Recommended Citation

Doyle, Mary Beth, "224 Nursing Therapeutics I: Assessment" (2018). *Nursing Syllabi Fall 2018*. 6.  
[https://www.exhibit.xavier.edu/nursing\\_syllabi\\_fall\\_2018/6](https://www.exhibit.xavier.edu/nursing_syllabi_fall_2018/6)

This Restricted-Access Syllabus is brought to you for free and open access by the Nursing Syllabi 2018 at Exhibit. It has been accepted for inclusion in Nursing Syllabi Fall 2018 by an authorized administrator of Exhibit. For more information, please contact [exhibit@xavier.edu](mailto:exhibit@xavier.edu).

**Xavier University**

**College of Professional Sciences**

**School of Nursing**

**FALL 2018**

**COURSE NUMBER:** NURS 224  
**COURSE TITLE:** Nursing Therapeutics I: Assessment  
**CREDIT HOURS:** 4 theory hours  
**THEORY HOURS:** 60 theory hours  
**PRE-REQUISITES:** NURS 130 Ways of Knowing, NURS 132 Health & Culture and BIOL 140 to 143  
**CO-REQUISITES:** NURS 225 Nursing Therapeutics Practicum II , Chemistry 150 & 151

**Course/ Catalog Description:**

This course introduces theoretical frameworks for the holistic assessment and evidence based nursing therapeutics of patients experiencing developmental transitions. Major components for holistic assessment including physical, psychological, and spiritual development across the lifespan are discussed with an emphasis on the adult. Life style patterns and habits that maintain healthy living are explored. Components of the therapeutic relationship as they relate to the holistic assessment process and patient safety are introduced. Therapeutic and inter-professional communication is explored. Emphasis on the patient and family as an active partner in the healing process and attentiveness to one's spirit is examined as critical components of the healing interaction. Student must have a minimum GPA 2.7.

<b>COURSE OBJECTIVES</b>	<b>Essentials of Baccalaureate Education</b>
1. Explore basic inter-professional & therapeutic nurse-patient communication skills.	I- Basic Organizational and Systems Leadership for Quality Care and Patient Safety.  VII- Clinical Prevention and Population Health  VIX- Baccalaureate Generalist Nursing Practice-

<p>2. Discuss the importance of patient safety &amp; Evidence Based Practice related to selected nursing interventions</p>	<p>II- Basic Organizational and Systems Leadership for Quality Care and Patient Safety.</p> <p>VII- Clinical Prevention and Population Health</p> <p>VIX- Baccalaureate Generalist Nursing Practice-</p>
<p>3. Employ the use of the nursing process in health assessment &amp; nursing therapeutics.</p>	<p>VI- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>VIII- Professionalism and Professional Values</p> <p>VIX- Baccalaureate Generalist Nursing Practice-</p>
<p>4. Explore the major components associated with the holistic health assessment.</p>	<p>VI- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>VII- Clinical Prevention and Population Health</p> <p>VIII- Professionalism and Professional Values</p> <p>VIX- Baccalaureate Generalist Nursing Practice-</p>
<p>5. Discuss the impact of holistic nursing on the therapeutic relationships.</p>	<p>II- Basic Organizational and Systems Leadership for Quality Care and Patient Safety.</p> <p>VII- Clinical Prevention and Population Health</p>

	<p>VIII- Professionalism and Professional Values</p> <p>VIX- Baccalaureate Generalist Nursing Practice-</p>
<p>6. Discuss the importance of safety &amp; patient centered care.</p>	<p>II- Basic Organizational and Systems Leadership for Quality Care and Patient Safety.</p> <p>VI- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p>

### **Related Essentials of Baccalaureate Education**

Essential II- Basic Organizational and Systems Leadership for Quality Care and Patient Safety. Students apply leadership concepts and decision making and interprofessional coordination in various health care settings. Communication skills and concepts of safety are promoted to allow students to create a culture of safety and caring to promote achievement of safe and quality outcomes of care for diverse populations.

Essential VI- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes. Students apply inter and intraprofessional communication and collaborative skills to deliver evidence based, patient centered care. Ethical codes, core value, advocacy, autonomy, safety and scope of practice are among the key concepts students demonstrate.

Essential VII- Clinical Prevention and Population Health- Students apply concepts of health promotion, disease and injury prevention across the lifespan. Students assess health/illness beliefs, values, attitudes and practices of both individuals, families and communities and use evidence based practices to guide teaching and evaluation throughout the lifespan.

Essential VIII- Professionalism and Professional Values. Students apply values of altruism, human dignity, integrity and social justice to demonstrate ethical behavior in all aspects of patient care throughout the life span.

Essential VIX- Baccalaureate Generalist Nursing Practice- Students implement holistic, patient centered care that reflects an understanding of human growth and development,

pathophysiology, pharmacology, medical and nursing management, across the health-illness continuum, lifespan and in all healthcare settings.

**Contact Information**

Jackie Clippinger MSN, RN; **Email:** [clippingerj1@xavier.edu](mailto:clippingerj1@xavier.edu);

Mary Beth Doyle MSN, RN; **Email:** [doylem7@xavier.edu](mailto:doylem7@xavier.edu);

**Office: Cohen Room 111;**

**Office Hours:**

**Professor Clippinger: Mondays 12-2 & Thursday 12:30-1:30pm (except when visiting the community sites)**

**Professor Doyle: Wednesdays 12 -2 pm & Thursday 12:30-1:30 (except when visiting the community sites)**

**\*Additional day/time by appointment via email**

**Jackie Clippinger, MSN, RN**

Jackie Clippinger has a wide-ranging background in medical-surgical, home care & maternity nursing with over 30 years of experience.

Jackie has been teaching at Xavier University's School of Nursing since 2007.

Mt St Joseph University (formerly known as College of Mt St Joseph): BSN-1984

Xavier University: MSN-2015

Counselor Sigma Theta Tau International

Currently licensed in the State of Ohio.

**Mary Beth Doyle MSN, RN**

Mary Beth Doyle has an extensive background in medical surgical and cardiac nursing with over 40 years experience as an RN.

Mary Beth has worked at XU School of Nursing since 2013.

Deaconess School of Nursing- Diploma 1976

Mt St Joseph University – BSN 1986

Xavier University – MSN 2015

Counselor Sigma Theta Tau International

Currently licensed in State of Ohio

**Required Textbooks:**

**Kozier and Erb's Fundamentals of Nursing** Printed Textbook and/or e-text 2016 10th ed.

**ATI Books & Online Resources with emphasizes on ATI Content Mastery Series Fundamentals in Nursing Book + ATI Content Mastery Series Nutrition in Nursing Book**

**Xavier University's Vision Statement**

**Xavier Mission:** Xavier is a Jesuit Catholic University rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated

with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to the common good and to the education of the whole person, the Xavier community challenges and supports students as they cultivate lives of reflection, compassion and informed action.

**Educational Philosophy/Interactive Classroom:** Provision of a welcoming and safe classroom environment is essential in order to foster growth during the learning process. Undergraduate students are adult learners who are responsible for their own learning. The teachers are facilitators of the learning process by helping students work through problems individually and in groups. Emphasis is on higher order thinking skills and application to complex problems and may include collaborative learning, case base learning, peer instructions and problem sets. Cooperative learning with other students is desirable as it provides an opportunity for introspection and appreciation of others' points of view. Mutual respect for everyone in the classroom at all times is an essential component of academic responsibility. Students are individuals whose needs and learning styles should be considered and appreciated individually and holistically.

**Methods of Instruction:** Lecture, Power Point presentations, videos, class discussion, small group work/discussion, games, handouts, worksheets, on-line tutorials, assigned readings from the text book, case studies, and role playing.

**Attendance Policy:** Sporadic quizzes are also considered a measure of class attendance. **There is NO "make-up" quiz for any unexcused absence.** Therefore, no points will be given for the missed quiz. Class attendance is expected and critical to fully appreciating the course material. Successful completion of a full-time college course load is best accomplished when approached as a 40-hour work week. Absences should be infrequent and accompanied by at least a two (2) hours notice via email to the course instructors with a sufficient reason for the absence provided. **The instructor will be the arbitrator as to what is considered a sufficient reason for an excused absence to be granted.**

**All communication between student & professor can be verbal but also must be via email concerning absences, missed assignments, or tests to ensure a fair & equitable environment.**

***\*More than ONE unexcused absences may result in a two-point percentage deduction from the student's final grade.***

Content covered in class or in **assigned readings** will be included in quizzes or tests. For further information regarding attendance see the Under Graduate Student Handbook, "School of Nursing Attendance Policy."

Athletes and other students participating in other Xavier University related activities should let the instructor know their schedule immediately at the beginning of the semester. It is the student's responsibility to make up missed work. Fulfilling this

responsibility, and courtesy, is a type of professional behavior we seek to promote, and one the professional world unequivocally expects to occur.

\*\*\*All assignments are considered Student prep work & are to be completed prior to class. Assignments are comprised of material from the Kozier & Erb textbook, any ATI assigned tests or Learning Systems, class discussions & any additional assigned readings and/or articles or other assignments.

**Tardiness:** Entering the classroom after the class has begun is disruptive to everyone in the classroom. Punctuality is expected. Excessive tardiness will result in consultation with course faculty and **potentially may result in a two-point percentage deduction from the final grade.**

**Methods of Evaluation:**

TEST # 1	20%
TEST # 2	20%
TEST # 3	20%
TEST # 4 (Comprehensive)	25%
Quizzes (in class, ATI testing)	10%
Assignments/Presentations /class participation/Prep Work	5%
Total	100%

**Grading Scale:** Grading scale: (you must obtain a C or greater for a passing grade in nursing courses; a C- is **not** a passing grade in nursing courses)

\*All students must have a "C" to pass this course and continue in the nursing program.

\*\* *Final grades will be rounded to the nearest whole number; up if equal to or greater than 0.5 and down if less than 0.5 For Example: 92.5 = 93%; 92.4 = 92%*

94 – 100	A
90 – 93	A-
87 – 89	B+
84-86	B
80-83	B-
77-79	C+
75-76	C
70-74	C-
67-69	D+

64-66

D

Below 64

F

**TEST TAKING AND REVIEW:** There will be minimal to no test review in the classroom. Those wishing to review their test must make an appointment and review the test within two weeks of taking the test. There will be no review of the final exam.

**RESPONDUS:** The Student Version of LockDown Browser uses a standard Windows or Macinstaller. This download link is unique for our institution and can be used by faculty or students:

<http://www.respondus.com/lockdown/download.php?id=156434991>

There are additional instructions on Canvas.

If you have a computer that is not compatible (CHROME BOOK) you will need to borrow a computer from LAC. All of these computers have RESPONDUS installed on them.

All quizzes & tests are on RESPONDUS. Quizzes are frequent & may be unannounced. You will need to have access to RESPONDUS every class.

### **Quizzes, Mid-Term and Final Exam**

The quizzes and tests may consist of a combination of multiple choice, true/false, and matching and short answer questions. The comprehensive test may be comprised of course content from Lecture, Power Point presentations, assigned readings from the text book, reference texts listed and videos, class discussion, small group work/discussion, on-line tutorials, case studies, role playing/ simulations. Students are responsible for *all the information* in their assigned readings. It is not the responsibility of the instructor to review content for every question that may appear on the final exam in class.

### **Small Group Work/Participation/Presentations/Prep Work:**

Students may be placed in small groups throughout the semester. Small group work participation in class is expected for selected classes. There is prep work assigned for every class as readings or other assignments. It is the student's responsibility to come to class prepared for class lecture as evidenced by class participation.

As a participant in this course, you are expected to contribute. This means being actively present in class—joining in discussions and raising questions. Should your course grade be on the cusp at the close of the semester, the fact that you have actively, appropriately, and consistently joined into class discussions will push your grade toward the higher mark.

**APA format-** as a professional nurse you are expected to reference ALL of your resources in APA format for EVERY Assignment; points will be deducted if references are not in APA format on ANY assignment.



**Make-up Tests:** If the student needs to miss a test only valid reasons will be accepted; the expectation is to communicate with the instructor at least 2 hours prior to the time of the test. The student will have 24 hours (business days) to make arrangements for scheduling a make up test, if no arrangements have been made by 24 hours then the grade for that test may result in a zero (0). The Test format may be changed at the professor's discretion.

**Assignments:** All written work and presentations are due on the date written in the topical outline. All assignments are to be posted electronically through the Canvas Assignment feature, using the proper format indicated in the assignment description. Late assignments or tests will be decreased by ten (10) points each day the assignment is late for a maximum of 3 days (see late assignment instructions above) unless prior arrangements have been made with the instructor. This does NOT apply to daily quizzes. All assignments must follow APA format. All assignments must be typed in Times Roman 12-point font. Points (up to ten) will be taken off for incorrect format, punctuation, and grammar. Be attentive to your written work!

\*Note that any content used in a presentation should comply with Xavier University's Student Handbook.

***\*Some suggested sites for nursing evidence based research articles are:*** Cumulative Index to Nursing & Allied Health Literature (CINAHL); Agency for Health Research & Quality (AHRQ); American Association of College of Nursing (AACN); Journal of Professional Nursing; Institute of Medicine (IOM); Institute of Health Improvement (IHI); International Council of Nurses (ICN); National Institute of Nursing Research.

\* **Professional Behavior:** Respectful decorum and demeanor is expected. This includes being attentive, timely, and putting forth your best efforts. All communication, both verbally & via email must be respectful, professional & follow the appropriate channels of authority. Cell phone use, Internet use and preparing materials for other classes are NOT permitted during class time, unless approved by instructor. Please feel free to eat and drink in class but do so in a way that is not disruptive to the class.

**XU Academic Honesty Policy:** The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. **All work submitted for academic evaluation must be the student's own [words].** Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is

enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

In addition to The Academic Honesty Policy of Xavier University, the American Nurses' Association's Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout their coursework.

**Communication with Faculty:** We are available to meet with you individually as needed. Please communicate with us via e-mail. We will respond to e-mail within 24-48 business hours (Monday through Friday). If we are in the office, we may be available for unscheduled appointments. Feel free to stop by and ask.

**Canvas:** Class syllabus, assigned readings, assignments, and course calendar among other course documents will be available on Canvas.

For Xavier/Canvas technical assistance at any time during the course or to report a technical problem, contact the HELP Desk at (513) 745-HELP/4357 or visit the [HELP Desk Web site](#).

**\*\*\*NO filming, texting, streaming, picture taking, etc are permitted in the class or the community without explicit instruction from faculty.**

**\*\*\*No Use of cell phone unless authorized by course instructor.**

**Communication Devices: All cell phones and other electronic devices are disruptive to the learning environment and are to be turned off during class. If laptops are used, they must be limited to class related activities only. Surfing the web or responding to e-mail is prohibited during class time.**

Due to the ongoing concern of computer viruses, communication or attachments submitted through e-mail accounts other than Xavier may not be recognizable as student generated and will not be opened by the instructor.

**Student Compartment:** Professional behavior is expected and is cultivated throughout this course, and the BSN curriculum. Appropriate professional behavior is exemplified by, though not limited to, activities such as actively listening to peer/faculty ideas, assuming responsibility for one's own actions, and giving consideration and respect to the ideas of others.

**Social Media:** Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Facebook, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook for more information and to view the Social Media Policy.

**Learning Disabilities:** It is the goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact your clinical instructor and/or the course coordinator to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) as soon as possible as accommodations are not retroactive.

### **Office of Student Success**

Location: 514 Conaton Learning Commons

Phone: 513-745-3036

Email: [studentretention@xavier.edu](mailto:studentretention@xavier.edu)

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit [www.xavier.edu/student-success](http://www.xavier.edu/student-success) to learn more or visit us in the Conaton Learning Commons.

**Grade Grievance Procedure:** Students may appeal final grades if they believe that the grade was awarded unfairly. The student is responsible for the burden of proof, and must be able to provide some evidence of the lack of fair treatment. The grievance procedure is outlined in the Xavier University Catalog:

<http://catalog.xavier.edu/content.php?catoid=10&navoid=409#GradeGrievanceProcedure>  
; click on Policy and Procedures; then click on Grade Grievance Procedure

Here is more information on student printing. Make sure students print from "print account fund" and NOT X-cash

<https://www.xuconnex.com/print-copy>

**Caveat:** The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

**Course Modification:** The instructor reserves the right to modify lecture objectives, content, learning experiences and time allotted to specific material presented in original course outlines or on the Canvas learning site Course Outline

Class	Topic/ Content
#1	Syllabus Review
#2	Ch 26 Communication /ATI Ch 32
#3	Ch 29 Vital Signs / ATI Ch 27
#4	Ch 33 Hygiene/ ATI Ch 37
#5	Ch 31 Asepsis/ ATI Ch 10,11, 56
#6	Ch 36 Skin & Wound Care / ATI Ch 55
#7	Ch 51 Circulation /ATI Ch 30 <b>SPIRIT DAY 11:30 AM</b>
#8	<b>TEST # 1</b>
#9	Ch 50 Oxygenation /ATI Ch 53
#10	Ch 47 Nutrition/ATI Ch 39, 54 & Nutrition Content Mastery Series Review Module
#11	Ch 49 Bowel/ATI Ch 43
#12	Ch 48 Urinary Elimination/ATI Ch 44
#13	Ch 44 Activity & Exercise/ATI Ch 40 & 31
#14	Ch 38 Sensory Perception/ATI Ch 45
#15	<b>TEST # 2</b>
#16	Ch 32 Safety /ATI CH 12, 13,14
#17	Ch 10 Critical Thinking/ ATI Ch 8 Ch 11 Assessing/ ATI Ch 7

#18	Ch 12 Diagnosing/ ATI Ch 7
#19	Ch 13 Planning/ ATI Ch 7
#20	Ch 14 Implementing&Evaluating/ ATI Ch 7
#21	Ch 15 Documenting & Reporting/ATI Ch 7
# 22	<b>TEST # 3</b>
# 23	Ch 27 Teaching- Case Study /ATI Ch 17
# 24	Ch 20 Growth & Development Ch 21 Conception thru Adolescence/ ATI Ch18,19,20,21,22
#25	Ch 22 Young & Middle-Aged Adults/ ATI Ch 23, 24

#26	Ch 23 Older Adults /ATI Ch 25
#27	Ch 24 Family Health- genogram
#28	<b>TEST # 4</b>
# 29	HEALTH ASSESSMENT STUDENT PRESENTATIONS
# 30	HEALTH ASSESSMENT STUDENT PRESENTATIONS

## NURS 224 Fall 2018 Calendar

DATE	TOPIC
August 20/21	Syllabus Review
August 22/23	Ch 26 Communication/ ATI Ch 32
August 27/28	Ch 29 Vital Signs/ATI Ch 27
August 29/30	Ch 33 Hygiene / ATI Ch 37
September 4/5	Ch 31 Asepsis / ATI Ch 10,11, 56
September 6/10	Ch 36 Skin & Wound Care /ATI Ch 55
September 11/12	Ch 51 Circulation /ATI Ch 30 <b>Spirit Day 11:30am</b>
September 13/17	<b>TEST # 1</b>
September 18/19	Ch 50 Oxygenation / ATI Ch 53
September 20/24	Ch 47 Nutrition/ ATI Ch 39,54, & Nutrition Content Mastery Series Review Module
September 25/26	Ch 49 Bowel/ ATI Ch 43
September 27/ October 1	Ch 48 Urinary Elimination / ATI Ch 44
October 2/3	CH 44 Activity & Exercise/ ATI Ch 40,31
<b>OCTOBER 4/5</b>	<b>FALL BREAK</b>
October 8/9	Ch 38 Sensory Perception/ ATI Ch 45
October 10/11	<b>TEST # 2</b>
October 15/16	Ch 32 Safety /ATI Ch 12,13,14 (1 <sup>st</sup> clinical)
October 17/18	Ch 10 Critical Thinking/ ATI Ch 8 Ch 11 Assessing / ATI Ch 7
October 22/23	Ch 12 Diagnosing / ATI Ch 7
October 24/25	Ch 13 Planning / ATI Ch 7

October 29/30	Ch 14 Implementing&Evaluating/ATI Ch7
October 31/November 1	Ch 15 Documenting&Reporting/ ATI Ch7
<b>November 5/6</b>	<b>TEST # 3</b>
November 7/8	Ch 27 Teaching- case study/ATI Ch 17
November 12/13	Ch 20 Growth & Development CH 21 Conception thru Adolescence/ ATI Ch 18,19,20,21,22
November 14/15	Ch 22 Young & Middle-Aged Adults/ ATI Ch 23, 24 (last clinical)
November 19/20	Ch 23 Older Adults/ ATI Ch 25
<b>November 21/22</b>	<b>Thanksgiving Break</b>
November 26/27	Ch 24 Family Health- genogram
November 28/29	Test # 4
December 3/4	Health Assessment Student Presentations
December 5/6	Health Assessment Student Presentations
Dec 10-13	FINALS WEEK