

2016

## 230-01-04 Nursing Therapeutics II: Assessment

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**Xavier University**

**College of Social Sciences, Health & Education**

**School of Nursing**

**SPRING 2016**

COURSE NUMBER: NURS 230 01-04 All Sections  
COURSE TITLE: Nursing Therapeutics II: Assessment  
CREDIT HOURS: 4 SEMESTER HOURS (45 contact hours)  
PRE-REQUISITES: NURS 224, NURS 225  
CO-REQUISITES: NURS 231  
FACULTY: Jackie Clippinger MSN, RN  
Mary Beth Doyle MSN, RN

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COURSE TIMES: 01 M/W 9am-10:50am      LOCATION: M/W Cohen LAB  
02 M/W 9am-10:50am      Rm # 128 B  
03 T/R 8am-9:50am  
04 T/R 8am-9:50am      T/TH Rm # 35

**Course Description:**

This course introduces theoretical frameworks for the holistic assessment of clients 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 are introduced. Therapeutic and inter-professional communication is analyzed. Emphasis on the client 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. The role of transpersonal human caring and healing is emphasized with therapeutic relationships.

<b>Objective</b>	<b>Essential</b>	<b>Concepts/Sample Content</b>
1.Apply holistic nursing	VII- Clinical Prevention	Communication; Caring;

therapeutics to the health management of body systems.	and Population Health VIII- Professionalism and Professional Values VIX- Baccalaureate Generalist Nursing Practice	Holism; Culture Health; Ethics; Legal; Health Management; Health Promotion; Growth & Development through the Lifespan; Physical Assessment
2. Demonstrate beginning critical thinking skills when applying the nursing process to safe nursing therapeutics.	II- Basic Organizational and Systems Leadership for Quality Care and Patient VIII- Professionalism and Professional Values Safety VIX- Baccalaureate Generalist Nursing Practice	Health Promotion; Growth & Development through the Lifespan; Health Literacy; Teaching Plans; Population Focused Health; Roles; Nursing Responsibilities; Leadership; Alternative Holistic Healing; Critical Thinking Skills; Nursing Process; Scholarly Paper; Community Service
3. Identify key components of safe pharmacotherapeutics	VIII- Professionalism and Professional Values VIX- Baccalaureate Generalist Nursing Practice	Basic Concepts of Pharmacology; Safe Administration of Medications; Clinical Calculations; Nursing Process; Health Care Informatics; Basic Assessment; Discharge Planning
4. Identify interprofessional team members important to improving patient outcomes.	II- Basic Organizational and Systems Leadership for Quality Care and Patient Safety. VI- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	Community Experience/ Creating a Health Fair using a Teaching Plan for the population served at the Cincinnati's Shelterhouse: David and Rebecca Barron Center for Men; Interprofessional Collaboration; Critical Thinking; Nursing Process

**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 values ,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 XIX- 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.

**Course Objectives**

1. Apply holistic nursing therapeutics to the health management of body systems.
2. Demonstrate beginning critical thinking skills when applying the nursing process to safe nursing therapeutics.
3. Identify key components of safe pharmacotherapeutics.
4. Identify interprofessional team members important to improving patient outcomes.

**Required Textbook:** All textbooks from NURS 224, NURS 225 & NURS 231  
PLUS

MyNursingLab with Kozier and Erb’s Fundamentals of Nursing eText 2016 10th edition	9780134160726	All-Digital
Kozier and Erb’s Fundamentals of Nursing Printed Textbook with MyNursingLab with eText 2016 10th ed	9780134162751	Printed Textbook with Digital Access

Nursing Diagnosis Handbook, 10 <sup>th</sup> edition, Ackley and Ladwig, Mosby/Elsevier: St. Louis, MO 2008.		
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ADAMS Pharmacology for Nurses : A Pathophysiologic Approach plus MyNursing Lab with Pearson Text—Access Card Package 4/E	Adams,Holland & Urban	Printed text + Access +eBook 9780133937398
MYNursingLab with Pharmacology for Nurses: A Pathophysiologic Approach 4/e Text access	Adams, Holland & Urban	Access +eBook4 9780133930689
Publication Manual of the American Psychological Association ( APA) 6 <sup>th</sup> edition July 2012	APA	
Adaptive Quizzing [Computer software]. Philadelphia, PA: Elsevier.		

**Xavier University's Vision Statement**

Xavier students will become men and women of learning and reflection integrity and achievement in solidarity for and with others.

**Educational Philosophy:**

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 teacher/facilitator of the course is responsible for conveying comprehensive information in a clear and understandable manner. 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, study guides, games, handouts, worksheets, on-line tutorials, assigned readings from the text book, reference texts listed and assigned articles, case studies, role playing/ simulations, assigned paper with reflection, peer evaluations, and a learning activity in the community.

### Attendance Policy:

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. Roll call will be taken at every class. Absences should be infrequent and accompanied by at least a two-hour notice to the course instructor 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. **More than two unexcused absences will result in a two-point percentage deduction from the student's final grade.**

If you are absent from class, you ARE responsible for the work assigned that day, as well as any information distributed in class. Please **contact a fellow classmate** to inquire about what you missed.

### 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:

The final course grade will be determined by the following;

K & E Quizzes (mynursinglab)	= 19 %
Pharm Quizzes- Adam	= 19%
Evolve Adaptive Quizzes	= 5%
Final Exam – cumulative	= 15%
HESI	= 10%
***HESI PRACTICE EXAMS???	
Small Group Work/Presentations	= 5 %
Community Activity/Teaching Plan	=5%
Pharm Presentation (end of semester)	= 5%
Scholarly paper -APA format	= 6%
Attendance/Participation	= 2%
Professional Behavior	= 2%

Peer Evaluations	= 2%
Elsevier Case Studies	= 5%
	100 %

### **Grading Scale:**

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

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
60-63	D-
Below 60	F

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

**\*\*\*\*Late assignments will NOT be accepted, unless unusual circumstances approved by instructor.**

### **HESI Test:**

Elsevier Evolve is a testing company specializing in producing standardized and custom tests for nursing schools. This company has a proven record with assessing students in their readiness for success on the National Council of Licensing Examination for the Registered Nurse (NCLEX-RN) with the HESI Test. Students who regularly achieve a score of 900 or above are more likely to be successful on the NCLEX-RN. The test is a comprehensive custom test, which covers the concepts learned over the first 2 years of study.

Any student who does not achieve a minimum of 900 HESI score must participate in guided study/remediation. The student will receive an 0 for the course if guided study/remediation is not completed by 4/20/16 & 4/21/16. **See Remediation Procedure posted on Canvas.** The course grade will be calculated using the percentage HESI Test score obtained.

**\*\* The HESI Fundamental Practice Test must be submitted prior to taking the HESI test.**

### **Quizzes, and Final Exam**

The quizzes and final examination will consist of a combination of multiple choice, true/false, matching and short answer questions. The final exam will 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 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.

### **Evolve Adaptive Quizzes (EAQ)-**

Students are expected to complete the 6 quizzes to be submitted by the date listed on calendar. You must earn a Level 2 on the two Mastery quizzes (Physiological Aspects of Care & Basic Nursing) . EXTRA CREDIT. If you earn Level 3 on the two Mastery quizzes you will earn 25 extra points each for a total of 50 additional points.

**NOTE: Mynursinglab Quizzes (both Fundamentals & Pharmacology) CLOSE @ 9AM M/W& 8am T/Th on the DUE Date. There are no make-ups for missed quizzes. Your grade for the missed quiz will be zero.**

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

Students will be placed in small groups of 4-5 at the beginning of the semester. Small group work participation in class is expected for selected classes. Students can complete a peer evaluation for group participants midway thru semester (March 1<sup>st</sup>) & at end of semester (April 14th) which will be used to calculate the final course grade. (See Canvas for Peer Evaluation form). If no peer evaluation is submitted the group will receive the full points for participation.

Creativity is expected with your presentations (you may use videos, youtube, Ustream, power points, lectures, games, etc.).

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

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.

\*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.

Students will present a pharmacology topic in groups as assigned. The presentation directions and rubric will be posted on Canvas.

All students will evaluate their team members on collaboration, contribution, and professionalism. These evaluations will be a part of the presentation grade. These evaluations are to be uploaded to Canvas by the assigned times on the topical outline.

### **Scholarly Paper**

Students are expected to individually submit a scholarly paper APA style 6<sup>th</sup> Edition. The purpose of this assignment is to enable students to explore an ethical issue that is currently debated in nursing and of interest to you the student. Students will select an ethical issue/dilemma confronting nurses today. The issue selected may be an ethical issue of concern to the overall profession of nursing (i.e. collective bargaining; mandatory CEUs; mandatory overtime) or the issue may be an ethical dilemma that has particular relevance in the clinical practice setting regarding patients/clients (i.e. abortion; euthanasia, homelessness, population health, immunizations, lateral violence in the workplace, student nurse stress management, etc). You must obtain approval from instructor regarding topic before paper is submitted. Times New Roman font type and size 12 font must be used. Paper and references must be written according to the APA 6<sup>th</sup> edition (refer to the text). Current references (within past 5 years) from scholarly sources should be used. The majority of sources should come from scholarly journals. Since this is a scholarly paper, it should be well researched and therefore, well cited using reputable sources. There is a rubric for the scholarly paper that must be followed to incur the full points.

### **Teaching Plans**

Students are expected to create a teaching plan, along with goals, learning theory and what teaching methods will be used. The team is expected to complete the teaching plan and after the clinical evaluate the outcomes. Students are expected to be creative, innovate, fun and flexible. See the rubrics for details.

### **Community Field Work**

Learning happens in many ways, sometimes through formal instruction, conversations and applying the principles. In order to facilitate population health, the students will work at to be determined community sites, rubric to follow.

Should circumstances prevent a student from attending class or the community site, it is the responsibility of the student to inform the instructor via direct communication by the student to the instructor at least two (2) hours before the start of class or community work. (See professional behavior section below and in Xavier University's Student Handbook).

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 that Xavier University seeks to promote, and one the professional world unequivocally expects to occur.

### **Professional Behavior**

Respectful decorum and demeanor is expected. This includes being attentive, timely, and putting forth your best efforts. Cell phone use, Internet use and preparing materials for other classes are not permitted during class time. Please feel free to eat and drink in class but do so in a way that is not disruptive to the class.

### **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, study guides additional assigned readings, assignments, and 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.**

### **MyNursingLab**

There will be daily utilization of the required text, *Fundamentals of Nursing*, which includes the online tutorials and quizzes. There are other resources available on MyNursingLab to assist you in your success of this course. Directions to enroll and participate in the Mynursinglab resource will be given on the first day of class . Refer to Pearson's help line for any technical difficulties with this program.

### **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.

**Academic Honesty**

The Professional Conduct Policy located in the School of Nursing Undergraduate Student Handbook will be considered authoritative for all academic honesty and professional conduct issues. It is expected and anticipated that all students will complete their own work without roaming into a realm that could constitute plagiarism.

**Caveat**

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