

Xavier University

Exhibit

Nursing Syllabi Fall 2018

Nursing Syllabi 2018

2018

472-01 Care of the Complex Client

Pat McMahon-Winslow
mcmahonp2@xavier.edu

Follow this and additional works at: https://www.exhibit.xavier.edu/nursing_syllabi_fall_2018

Recommended Citation

McMahon-Winslow, Pat, "472-01 Care of the Complex Client" (2018). *Nursing Syllabi Fall 2018*. 61.
https://www.exhibit.xavier.edu/nursing_syllabi_fall_2018/61

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.

Xavier University
College of Professional Sciences
School of Nursing
Fall 2018

COURSE NUMBER: NURS 472-01
COURSE TITLE: Care of the Complex Client
CREDIT HOURS: 4 SEMESTER HOURS
THEORY HOURS: 60 contact hours
PRE-REQUISITES: All 300 level nursing courses (360, 361, 372, 373, 370)
CO-REQUISITES: NURS 473

FACULTY: Pat McMahon-Winslow DNP, RN
OFFICE: Cohen Room 188d
Phone: 745-3852
Email: mcmahonp2@xavier.edu
Office hours: M & W 10:00-11:00 and by appointment

COURSE TIMES: 8:00-9:50 MW
LOCATION: Cohen 110

COURSE DESCRIPTION: This course prepares the student to integrate knowledge from all previous courses in emphasizing the holistic interrelatedness of mind, body, and spirit in order to assess, plan, implement and evaluate care of the complex client. The various roles of the nurse as a participant within the health care system will be examined. Introduction to health care delivery systems, resource management, and quality improvement will be explored.

COURSE OBJECTIVES:

1. Synthesize multiple sources of data to plan, coordinate, delegate, and evaluate the safe and effective care of complex clients.
2. Demonstrate the integration of the humanities and sciences as they relate to the safe and effective care of the complex client.
3. Explain communication systems essential to caring for the complex client.
4. Describe the relationship between managing resources and providing care to the complex client.
5. Discuss the various roles of the nurse within the health care system.
6. Debate the legal and ethical issues related to the complex client.
7. Explore the socio-political influences on an integrated health care delivery system as it relates to the care of the complex client.
8. Demonstrate accountability and responsibility for own ethical professional behaviour and development.

This course meets BSN Essentials I, II, II, IV, V, VI, VII, VIII, and IX.

TEACHING/LEARNING STRATEGIES: Class discussion, in-class group/individual work, concept mapping, case studies, pair and share, muddiest point, ticket out the door, worksheets, power points/lecture, video clips, and written assignments.

ASSIGNMENTS:

There are a variety of assignments throughout the course. Detailed information regarding the assignments can be found on Canvas. All homework assignments must be turned in on time for consideration of full credit. Assignments must be submitted by the date and time indicated on the syllabus and/or calendar. In-class assignments will be due at the end of the class period in which they are assigned. No late assignments will be accepted unless there are extenuating circumstances. The student must contact the faculty member prior to the date the assignment is due, in order to be granted an exception for extenuating circumstances (this includes in-class assignments, see attendance policy below).

METHODS OF EVALUATION:

Exam #1	= 20%
Exam #2	= 20%
Exam #3	= 20%
Final Exam	= 25%
ATI Real Life Clinical Reasoning	= 3%
Quizzes	= 4%
Participation/Assignments	= 7%
	100%

Quizzes:

There will be four online quizzes that completed at home prior to due date on calendar. The quizzes can be open book. Completion of the quizzes will help in preparation for the upcoming tests.

Section Exams:

There will be three section exams. The content of those exams will be the topics covered in class up to that date.

Final Exam:

A comprehensive final exam will be administered during final exam week. The content will include all the materials discussed in class and assigned readings and supplemental materials.

ATI Real Life Clinical Scenarios:

Real Life Clinical Reasoning Scenarios give students opportunities to apply clinical reasoning skills to lifelike clinical situations in a “choose your own adventure” format through video, rich media, and branching logic. There will be two required scenarios (COPD and GI) to complete. Please see calendar for completion dates.

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)

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

REQUIRED TEXTBOOK:

Morton, P. G., & Fontaine, D. K. (2017). *Critical care nursing: A holistic approach* (11th Ed.). Philadelphia, PA: Wolters Kluwer Health.

LaCharity LA., Kumagai CK., Bartz B. (2019). *Prioritization, delegation, and assignment. Practice Exercises for the NCLEX Examination*. 4th edition. St. Louis, Missouri: Elsevier.

ATTENDANCE & CLASS PARTICIPATION:

Each student’s participation is an important part of the learning process and the success of this course. Each of you has an important point of view and everyone learns from each other! Students should enter into all discussions since every view is important to the learning of the group as a whole. Collaborative educational activities are designed to promote an environment that supports a community of learning. Class attendance, and of course, careful reading of assignments (preparedness) and participation are essential for your own comprehension of the material.

Students are expected to attend all classes. If an absence is unavoidable due to extenuating circumstances, the student is responsible to notify the faculty prior to the missed class. If a student is absent because of official Xavier activities, the student shall present the schedule to the faculty at the beginning of the semester.

For further information regarding attendance see the Nursing Undergraduate Student Handbook, “School of Nursing Attendance Policy.”

CLASSROOM PROTOCOL:

It is important that everyone have the opportunity to share their thoughts and points of view in a positive and respectful environment. For everyone to benefit, it is necessary to be present with minimal distractions. Therefore, cell phones are to be silenced during class and respectful attention should be shown to the presenter, be it faculty or peer. Working on other class assignments, surfing the internet, or sleeping in class is behaviour not considered professional and will be addressed. Please read your School of Nursing Handbook to review professional classroom behaviour.

TEST TAKING AND REVIEW:

Students who miss a test due to excused absence are expected to make up the test within seven calendar days of their return to class, unless there are extenuating circumstances. The test may be given in an alternative format such as essay or short answer.

There will be minimal 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.

OUT OF CLASSROOM ASSISTANCE:

Office of Academic Support:

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or danielss3@xavier.edu. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

Students with Disabilities:

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Office of Disability Services at 745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.

ACADEMIC HONESTY POLICY: (from Xavier policy)

Refer to the Xavier University Catalogue (p. 54) and the School of Nursing Undergraduate Student Handbook.

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 behaviour 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.** 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.

If you have any question as to whether or not you are appropriately citing a reference or are unclear as to what plagiarism encompasses, please meet and discuss with your faculty member.

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., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behaviour 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, go to the following link: <http://www.xavier.edu/nursing/current-students.cfm>.

FACULTY:

Dr. McMahon-Winslow earned a BSN at Ohio State University in 1976, an MSN from University of Cincinnati in 1985, a post-masters adult nurse practitioner from Northern Kentucky University in 2000, and a DNP in Healthcare Leadership from Mount Saint Joseph University in 2015. Prior to entering academia, she worked four years in medical-surgical nursing. Her research area of interest is promotion of cardiovascular health in the Rheumatoid Arthritis patient population. She worked 15 years as an adult nurse practitioner in a private Rheumatology practice in Cincinnati, Ohio.

She has many years of experience as an educator. It was her experience as a preceptor of nursing students that helped her fall in love with teaching. She has taught Medical Surgical Nursing, Professional Leadership, and Population Health to undergraduates and Health Assessment to Graduate students. She has 30 plus years of experience in management as a chairman of the nursing department, and most recently Academic Dean at Good Samaritan College of Nursing and Health Science. She joined the Xavier faculty this year.

She has received numerous awards from the Arthritis Foundation where she volunteers her time at the local and national level. She is a member of the American Academy of Nurse Practitioners and Tri-State Assembly of Nurse Practitioners.

CAVEAT:

The schedule and procedure in this course are subject to change in the event of extenuating circumstances or student needs.

TOPICAL OUTLINE/CALENDAR

Date	Topic	Assignments/Readings
August 20th	<p><u>Care of the Patient with Complex Disturbances: Introduction</u></p>	<p>Read Morton & Fontaine (11th Ed.) Pp. 2-3, 8-10, 12-31, 37-42</p> <p>See Canvas for additional readings/resources</p> <p>Bring Textbook to class for case study</p>
August 22nd	<p><u>Care of the Patient with Complex Cardiovascular Disturbances:</u> EKG and Dysrhythmias: Interpretation and Management</p> <p>Medications: -Antidysrhythmic Medications -Anticoagulants used for dysrhythmias Medications</p>	<p>Review as needed: Morton & Fontaine (11th Ed.) pp. 173-199</p> <p>Read: Morton & Fontaine (11 Ed.) pp. 199-202, 213-236, (stop at “hemodynamic monitoring”). pp. 304-336 (pacemakers)</p> <p>See Canvas for additional readings/resources</p>
August 27th	<p>EKG and Dysrhythmias: Interpretation and Management /Pham RRT, Code Teams, Communication</p> <p>Medications : -Antidysrhythmic medications (continued)</p>	<p>Read: Morton & Fontaine (11 Ed) pp. 324-336 and pp. 149-160. See Canvas for supplemental readings/resources</p>
August 29th	<p>EKG and Dysrhythmia/Pacemakers continued</p>	<p>Submit EKG packet prior to class Read: Morton & Fontaine (11th Ed.) pp. 184-198; 203-212 (Cardiac Assessment and Diagnostics)</p> <p>See Canvas for additional readings/resources</p>
September 3rd	<p>Labor Day – No School</p>	<p>Complete Hemodynamic Packet: Bring to class on 9/5</p>
September 5th	<p>Hemodynamic Monitoring</p>	<p>Submit Hemodynamic Packet prior to class Read: Morton & Fontaine (11 Ed.) 236-260 Hemodynamic monitoring</p> <p>See Canvas for additional readings/resources</p>
September 10 th	<p>Heart Failure LVADS, Balloon pump</p> <p>Medication : -ACEs/ARBs -Beta-blockers -Aldosterone Antagonists -Beta-Blockers: Carvedilol, metoprolol succinate -Diuretics: Loop, thiazide</p>	<p>Read: Morton & Fontaine (11 Ed.) 350-370 HF 291-304 Cardiac support devices</p> <p>See Canvas for additional readings/resources</p>

	-Vasodilators -Inotropes	
September 12th	Aortic Aneurysm Hypertensive Crisis Myocardial Infarction Medications: -antiplatelet medications -fibrinolytics	Read: Morton & Fontaine (11 Ed.) 346-348 AA 348-349 HTN crisis 377-391 MI 269-286 PCI See Canvas for additional readings/resources
September 17th	Valvular Heart Disease CABG/Carotid Endarterectomy Medications: -Anticoagulants -neuromuscular blockade	Read: Morton & Fontaine (11 Ed.) 393-414 Cardiac surgery 287-290 percutaneous valvular interventions Quiz 1 due prior to class See Canvas for additional readings/resources
September 19 th	<u>Care of the Patient with Complex Pulmonary Disturbances:</u> ABG review Mechanical Ventilation Medications: -sedatives	Read: Morton & Fontaine (11 th Ed.) 441-445 ABG 455-458 Artificial airways 466-487 Ventilatory support VAP article on Canvas Review as needed 449-454, 430-441, 445-448 See Canvas for additional readings/resources
September 24th	<u>EXAM 1</u>	
September 26th	ARF/ARDS Chest Tubes Pneumothorax PE	Read: Morton & Fontaine (11 th Ed.) 511-514 ARF 519-532 ARDS 458-463 Chest tubes 494-496 Pneumothorax 496-499 Pulmonary embolism See Canvas for additional readings/resources
October 1st	<u>Care of the Patient with Complex Multi System Disturbances</u> Shock States Multiple Organ Dysfunction Syndrome (MODS) Systemic Inflammatory Response Syndrome (SIRS) Sepsis Medications: -anticoagulant medications	Read: Morton & Fontaine (11 th Ed.) 1049-1070 See Canvas for additional readings/resources
October 3rd	Shock, MODS, SIRS, Sepsis (Continued) DIC Medications: -vasopressors -inotropes	Read: Morton & Fontaine (11 th Ed.) 992-996 See Canvas for additional readings/resources

October 8th	Transition to home/ Elderly	Read: Morton & Fontaine (11 th Ed.) 149-160 326-335 117-137 Quiz 2 due prior to class See Canvas for additional readings/resources
October 10th	<u>Exam #2</u>	
October 15th	Burns Medications: -topical burn agents -pain medications	Read: Morton & Fontaine (11 th Ed.) 1026-1047 See Canvas for additional readings/resources
October 17th	<u>Care of the Patient with Complex GI Disturbances</u> Acute GI Bleed Blood Transfusions TRALI/TACO Medications: Miscellaneous: octreotide and vasopressin -NSAIDS -PPI/H2 Receptor antagonists	Read: Morton & Fontaine (11 th Ed.) 798-806 777-780 for relevant GI Bleed studies Read: Morton & Fontaine (11 th Ed.) 985-986, See Canvas for additional readings/resources
October 22nd	Complications of Liver Failure Pancreatitis Medications: -antibiotics for hepatic encephalopathy -drugs to reduce ammonia levels -pain medications	Read: Morton & Fontaine (11 th Ed.) 824-831, 812-817 See Canvas for additional readings/resources
October 24th	<u>Care of the Patient with Complex Endocrine Disturbances:</u> Thyroid: Thyrotoxic Crisis and Myxedema coma Adrenal Dysfunction: Adrenal Crisis and Pheochromocytoma ADH: SIADH/DI Medications: -thyroid replacement and thyroid reducing agents -vasopressin and vasopressin antagonists -glucocorticoids and mineralocorticoids	Read: Morton & Fontaine (11 th Ed.) 862-872 See Canvas for additional readings/resources
October 29th	Diabetic Crisis Medications: -oral diabetic agents -insulin -meds for hypoglycaemia	Read: Morton & Fontaine (11 th Ed.) 872-890 See Canvas for additional readings/resources
October 31st	<u>Care of the Patient with Complex Renal and Fluid/Electrolyte Disturbances</u> Electrolyte Imbalances (Limited in class) Acute/Chronic Kidney Injury Renal Replacement Therapy Medications:	Read: Morton & Fontaine (11 th Ed.) 560--606 Quiz 3 due prior to class See Canvas for additional readings/resources

	-electrolyte replacements -phosphorus binders -vitamin D supplements -erythropoietin	
November 5th	EXAM # 3	
November 7th	<u>Care of the Patients with Complex Hematologic and Immunological Disturbances</u> Organ Transplant Stem cell Medications: biologics -antirejection medications	Read: Morton & Fontaine (11 th Ed.) 917-946 See Canvas for additional readings/resources
November 12th	Oncological Emergencies Medications: -chemotherapy -medications to supplement chemotherapy	Read: Morton & Fontaine (11 th Ed.) 962-980 See Canvas for additional readings/resources
November 14th	<u>Care of the Patients with Complex Neurologic Disturbances:</u> ICP/ICP monitoring	Read: Morton & Fontaine (11 th Ed.) 661-674
November 19th	Acute Stroke Traumatic Brain Injury Concussion/ Health Promoting Behaviours Medications : -thrombolytic therapy -seizure medications	Read: Morton & Fontaine (11 th Ed.) 690-700 711-727 See Canvas for additional readings/resources
November 21st	Thanksgiving Holiday – No Class	
November 26 th	ATI Real Life Clinical Reasoning Scenarios -- No Class	Complete COPD Real Life Scenario
November 28 th	ATI Real Life Clinical Reasoning Scenarios – No Class	Complete GI Real Life Scenario
December 3rd	Spinal Cord Injury	Read: Morton & Fontaine (11 th Ed.) 728-749 See Canvas for additional readings/resources
December 5th	Palliative Care and End of life issues Review for Final	Read: Morton & Fontaine (11 th Ed.) 85-88 48, 59-77 Quiz 4 due prior to class See Canvas for additional readings/resources
December 10-14.	Monday Dec.10 8-10 AM	