

Syllabus for  
**NUR 406—Critical Care Nursing**  
6 Credit hours  
Spring 2002

I. COURSE DESCRIPTION

Critical care nursing is directed toward individuals and families whose normal functioning has been altered in both their internal and external environments. Focuses on synthesizing nursing knowledge and advanced skills in caring for individuals and families experiencing crises. Prerequisites: NUR 402, 404, and 499.

II. COURSE GOALS

This course is designed to enable the student to do the following:

1. Demonstrate sound clinical judgment in providing nursing care within the critical care setting.
2. Communicate effectively with clients, families, and health care professionals in the delivery of quality health care within the critical care setting.
3. Demonstrate competency in the implementation of advanced therapeutic nursing interventions.
4. Use theoretical and research based knowledge in planning and providing nursing care in the critical care setting.

III. COURSE OBJECTIVES

As a result of successfully completing this course, the student will be able to do the following:

- 1.0 Demonstrate personal responsibility and accountability in implementation of nursing process.
  - 1.1 Demonstrate critical-thinking skills in providing care for individuals with alterations in wholeness.
  - 1.2 Implement the nursing process in selected critical-care settings using accepted standards of nursing practice.
  - 1.3 Evaluate personal effectiveness in promoting spiritual, mental, and physical aspects of wholeness of the individual and family.
  - 1.4 Demonstrate a commitment to personal growth in implementation of the nursing process.
- 2.0 Synthesize contributions of various health-related disciplines and community agencies in improving health care for individuals and families in crisis situations.
  - 2.1 Analyze the impact of selected societal values on present patterns of acute health care.
  - 2.2 Demonstrate the role of an individual and family advocate in the critical care setting.
- 3.0 Use the theoretical base of the nursing process in providing whole-person care for individuals and families in acute crises within the context of community.
  - 3.1 Synthesize pathophysiological, psychosocial, and spiritual aspects of the clients' experience of selected alterations.
  - 3.2 Analyze the interrelatedness of alterations within the internal and external environments.
  - 3.3 Apply concepts of crisis theory to the care of individuals and families in acute disequilibrium.

- 3.4 Evaluate care given individuals and families in light of the goal of promotion, maintenance, and restoration of health.
- 3.5 Apply lifesaving interventions related to critical care.
- 4.0 Synthesize Christian, professional, and social values in a whole-person approach to critical-care nursing.
  - 4.1 Demonstrate a personal commitment to fostering spiritual, mental, and physical aspects of wholeness as described in the Theory of Nursing for the Whole Person.
  - 4.2 Evaluate personal value orientation to issues surrounding death and dying.
  - 4.3 Identify the various roles of the nurse in providing care for the critically ill.
  - 4.4 Integrate research into the care of critically ill individuals.

#### IV. TEXTBOOKS

##### A. Required Textbooks (\* new textbook)

Phipps, W., Cassmeyer, V., Sands, J., & Lehman, M. (1999). Medical-surgical nursing: Concepts and clinical practice (5<sup>th</sup> ed.). St. Louis: Mosby.

\*Gehart, B., & Nazareno, A. (2002). 2002 Intravenous medications (17<sup>th</sup> ed.). Louis: Mosby.

\*Kidd & Wagner. (2001). High acuity nursing (2<sup>nd</sup> ed.). Prentice Hall.

##### B. Optional Textbooks and/or Reading Material

Phipps, W., Cassmeyer, V., Sands, J., & Lehman, M. (1999). Medical-surgical nursing: Concepts and clinical practice—student guide (5<sup>th</sup> ed.). St. Louis: Mosby.

##### C. Optional/Recommended Materials

Students are expected to search electronic computer data to find research articles related to course content. Students are also expected to use Computer Assisted Instruction (CAI) programs and to view videos related to course topics. Equipment and supplies include—but are not limited to—uniform, scissors, stethoscope, penlight, and calculator.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

##### B. School of Nursing Department Policies and Procedures

1. No administratively excused absences from other courses have been requested as a part of this course.
2. The ORU AVSON Student Handbook contains a complete list of School of Nursing policies.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. All evaluation is based on achievement of stated course objectives.
- b. Clinical experiences are evaluated in light of student performance. Both the student and clinical instructor are involved in the clinical evaluation process. Formal student/faculty clinical evaluation conferences are held at least twice: at the middle and end of the term, and as indicated by student performance. Written evaluations of student's clinical performance are completed by both the student and clinical instructor and reviewed at the evaluation conferences. The final written evaluation is filed with the Office of the Dean of the School of Nursing
- c. Clinical laboratory performance is graded on a pass/fail basis. A passing grade in the clinical laboratory portion of the course is required to receive a passing grade in the course.
- d. If a passing grade is achieved in the clinical laboratory and on the written exam(s), the course grade for NUR 406 is based upon work in the following areas:

Case Study*	20%
Clinical written assignments*	15%
Exams	60%
Quizzes	05%

\*Criteria for grading the case study and other written assignments will be provided by the instructor on the first day of class. The following penalties are assessed for work turned in after the established deadline: (1) ten points will be deducted if turned in less than 24 hours after the deadline, (2) a grade of zero is given if turned in more than 24 hours past the deadline.

- e. Grades are calculated on the percentage of the total points.
 

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	59 and below
- f. Students are required to achieve 75% average on module exams or 75% on the final exam in order to progress to subsequent nursing courses. Failure to achieve the 75% will result in the student's having to repeat the nursing course.
- g. Ongoing student evaluation of the course is sought throughout the term. Formal student evaluations of the course and faculty are scheduled at the end of the semester.

2. Portfolio requirements

Portfolio items must be submitted prior to end of semester. Submission of portfolio items is considered a course requirement. The student must submit the case study as the portfolio requirement for this course.

## VI. COURSE CALENDAR

An \* indicates a change of module. Each lecture period is 50 minutes in length.

WEEK	LECTURE #1	LECTURE #2	LECTURE #3
1 (starts Wed)			Orientation The patient, the family, and the nurse ER; Triage nursing Care across the lifespan – geriatric
2	Foundations in care; the theory Death and dying	Quiz #1 The patient with burns	Exam #1 Assessment of the cardiac patient
3	Cardiac monitoring Advanced skills Cardiac arrest Emergencies, modalities, meds	Quiz #2 Myocardial infarction Diagnostic procedures	Exam #2 CABG Case study review
4	Hemodynamic monitoring Cardiogenic shock, CHF, pul. edema	Quiz #3 Hemodynamic meds Pericarditis, cardiac tamponade, emboli	Exam #3 Advanced skills in respiratory care
5	ABGs Oxygenation, devices Review ABGs Failure, exacerbations ARDS, arrest	Quiz #4 Mechanical ventilation BiPap Chest trauma emergencies and other trauma	Exam #4 Organ donation, organ transplant
6	Neurological emergencies Complex endocrine emergencies	Drug overdose, attempted suicide SIRS, sepsis, septic shock, MSOF Shocks	Exam #5 Renal emergencies Putting it all together
7	ERI Exam	Final Exam	

## VII. ASSESSMENT SUMMARY (see next page)

## MISSION

The lifestyle at ORU is rooted in the word “Wholeness.” ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.

## GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

## MAJOR OUTCOMES

1. **Critical Thinking/Analysis, Problem-solving, Decision-making:** Demonstrate critical thinking skills integrating theoretical and empirical knowledge from basic sciences and humanities in the delivery of nursing care.
2. **Communication/Social Interaction:** Utilize effective interpersonal and professional communication to contribute to the health of individuals, families, and communities.
3. **Therapeutic Nursing Interventions/Global Perspectives, Aesthetic Responsiveness:** Implement culturally sensitive therapeutic nursing interventions to promote, maintain, and restore health for individuals, families, and communities.
4. **Patterns of Employment/Spiritual development, Physical development, Effective citizenship:** Advance professional nursing practice through a pattern of employment that reflects an ongoing quest for personal wholeness.

## COURSE OUTCOMES

1. Demonstrates sound clinical judgment in providing nursing care within the critical care setting.
2. Communicates effectively with clients, families, and health care professionals in the delivery of quality health care within the critical care setting.
3. Demonstrates competency in the implementation of advanced therapeutic nursing interventions.
4. Uses theoretical and research based knowledge in planning and providing nursing care in the critical setting.

## ASSESSMENT OF COURSE OUTCOMES

### STIMULI:

- Exams
- Quizzes
- Case Study
- Clinical written assignments
- Clinical practicum evaluations
- Psychomotor skills (simulated lab experiences)

### CRITERIA:

- Clinical laboratory performance is graded on a pass/fail basis. A passing grade is required for satisfactory completion of the course. A failing clinical grade results in automatic failure of the course.
- If passing grade is achieved in the clinical laboratory, the course grade will be based upon work in the following areas:

Case Study	20%
Clinical written Assignments	15%
Exams	60%
Quizzes	05%

