

Syllabus for
NUR 406—Critical Care Nursing
6 Credit hours
Spring 2004

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 crisis.

Prerequisites: NUR 402, 404, and 499.

II. COURSE GOALS

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

1. Develop sound clinical judgment in providing nursing care within the critical care setting.
2. Learn to communicate effectively with clients, families, and health care professionals in the delivery of quality health care within the critical care setting.
3. Develop competency in the implementation of advanced therapeutic nursing interventions.
4. Learn to 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 Orally and in writing demonstrate critical-thinking skills necessary 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 Orally and in writing evaluate personal effectiveness in promoting spiritual, mental, and physical aspects of wholeness of the individual and family.
 - 1.4 Orally and/or in writing, 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 Orally and/or in writing, 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 Orally and/or in writing, 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. (2001). Medical-surgical nursing: Concepts and clinical practice (5th ed.). St. Louis: Mosby.

*Gehart, B., & Nazareno, A. (2004). 2004 Intravenous medications (19th ed.). Louis: Mosby.

*Kidd & Wagner. (2001). High acuity nursing (2nd ed.). Prentice Hall.

B. Optional Textbooks and/or Reading Material

McQuillan, Von Rueden, Hartsock, Flynn, and Whalen. (2002). Trauma Nursing (3rd ed.). Philadelphia, PA: W.B. Saunders Company.

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 and/or Department Policies and Procedures
1. The ORU AVSON Student Handbook contains a complete list of School of Nursing policies.
 2. Attendance
 - a. The last day for students to add nursing classes is the first Monday following University's date for the beginning of classes.
 - b. Students are expected to punctually attend all scheduled learning experiences.
 - c. The Dean of the School of Nursing may request administrative excuses for absences from courses or chapel when scheduling conflicts exist with scheduled learning experiences within the School of Nursing.
 - d. Students are to discuss administratively excused absences with the course coordinator and confirm plans for meeting course objectives as soon as possible and prior to the scheduled class.
 - e. Makeup of modular posttests is arranged only in the case of an excused class absence. Students are to notify course coordinator prior to the test period if they are unable to take a scheduled exam. Absences are excused only for cases of documental illness or other crisis situations. Students must pay a \$10 fee, payable to student accounts, for a late exam.
 - f. Students are required to notify clinical instructors and the clinical agency of a pending absence in the clinical laboratory at least one hour before scheduled lab. There is no guarantee that students will have opportunities for clinical make-ups. Nursing programs throughout the area compete for clinical learning sites and times, and clinical experiences are negotiated one year in advance. Thus, it may not be possible to arrange clinical makeup experiences. Failure to meet course objectives results in failure in the course.
 - g. Students are required to submit a Petition for Policy Exception for clinical make-ups to the office of the Dean. If the petition is approved, a fee will be assessed.
 3. Clinical Policies
 - a. CPR Training: A current training card covering the full academic year must be submitted prior to enrollment in any clinical nursing course. CPR training is to be the American Heart Association's Basic Life Support for Health Care Professionals or the American Red Cross CPR/AED for the Professional Rescuer. A student will not be permitted to participate in clinical learning experiences until he/she has filed a current CPR card with the Dean's office.
 - b. Immunizations: A student must present evidence that immunizations and tuberculin skin testing are current prior to participation in clinical learning experiences. The school is contractually obligated to clinical agencies to assure that students are in compliance with recommended immunizations.
 - c. Travel: Throughout the course of the nursing program, students will have clinical experiences at a variety of agencies throughout the greater Tulsa community, and perhaps beyond the Tulsa community. Students are responsible for personal travel to and from clinical nursing experiences.
 - d. Professional Accountability: Students are expected to prepare for clinical experiences by completing course assignments as designated in course syllabi. A student's failure to adequately prepare for the clinical experience may result in dismissal from the clinical experience that will

count as a clinical absence. Students are permitted to care for patients as long as they demonstrate safe nursing care.

- e. Dosage Calculation Proficiency: Students will not be permitted to administer medications until they demonstrate proficiency in dosage calculations as evidenced by achievement of no less than 90% on a dosage calculation test administered at the beginning of each semester. Students who do not achieve at least 90% on the exam prior to the last day to add classes at the university will be de-enrolled in clinical nursing courses.
- f. Dress Code: Professional dress code is in effect for all activities within the School of Nursing. Dress code for clinical experiences must be appropriate to acute care or community settings as designated in the *Oral Roberts University Anna Vaughn School of Nursing Student Handbook*.

4. Evaluation Procedures

- a. Clinical experiences are evaluated in light of student performance. The student and clinical instructor are both involved in the clinical evaluation process. Formal student/faculty clinical evaluation conferences are held at least twice: at the middle and at the end of the term. 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 Dean of the School of Nursing.
- b. 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. Criteria for clinical failure include failure to demonstrate achievement of clinical objectives and/or a pattern of jeopardizing patient safety. Students are required to complete all clinical hours.
- c. Students are required to achieve a 70% average on module exams or 70% on the final exam in order to receive a passing grade in the course and to progress to subsequent nursing courses.
- d. Achievement of a 70% average on module exams or 70% on the final exam and a passing grade in the clinical laboratory, results in the course grade being based upon selected assessment tools as indicated in each course syllabus.
- e. Failure to achieve a 70% average on module exams or 70% on the final exam, will result in a failing grade in the course. The course grade will be based solely upon the module and final exams' scores.
- f. Final course grades are calculated using the following grading scale.

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	59 and below
- g. All clinical nursing courses (except NUR 402 and NUR 405) will attribute a minimum of 70% of the course grade to objective examination.
- h. Students are required to submit all assignments for course completion.
- i. Students are required to take/pass nationally standardized exams as specified in the course syllabus.
- j. Portfolio requirements: Portfolio items must be submitted prior to the end of each semester. Submission of portfolio items is considered a course requirement. Portfolio items include **original** samples of

student's work throughout the semester. Papers submitted for inclusion in a student's portfolio become the property of the University.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. All evaluation is based on achievement of stated course objectives.
- b. The course grade for NUR 406 is based upon work in the following areas:

Case study*	15%
Group project*	15%
Clinical written assignments*	05%
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.

- c. Written assignments and other course work are due as specified in the syllabus addendum. Submitting assignments in a timely manner, or making arrangements in case of emergency, demonstrates the student's professional accountability and responsibility. Late assignments will result in a grade deduction of 10% per business day on the total possible points for each assignment.
- d. 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	15%
Group project	15%
Clinical written assignments	05%
Exams	60%
Quizzes	05%