

Syllabus for
NUR 307—Patterns of Health and Illness II
7 Credits Hours
Spring 2012

I. COURSE DESCRIPTION

Integrates nursing theory, scientific principles, and critical thinking into professional nursing practice for the care of individuals and families. Focuses on the promotion, maintenance, and restoration of wholeness for adults and children. Clinical assignments include experiences in both pediatric and adult acute-care and community settings.

Prerequisites: NUR 230, 301, 304, and 305.

Lab Fee: \$225

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Learn to use principles of growth and development and current research in the care of children and adults.
- B. Develop the ability to apply critical thinking skills within professional nursing practice.
- C. Develop the ability to communicate effectively with clients, families, and health care professionals in the delivery of health care within a variety of settings.
- D. Practice holistic nursing care through implementation of the nursing process and therapeutic nursing interventions.
- E. Learn to facilitate care-taking behaviors in families through education, support, and to appropriate community resources.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

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

- A. Synthesize nursing care of children and adults using biblical and scientific principles, current research, and critical thinking skills.
 - 1. Demonstrate critical-thinking skills in providing care for children and adults to facilitate patterns of health.
 - 2. Identify patterns of interaction that influence the health of children, adults, and families.
 - 3. Synthesize knowledge related to the care of individuals of varied ages.
 - 4. Propose strategies to improve health services.
- B. Implement patterns of professional communication in a variety of contexts.
 - 1. Utilize age-appropriate communication skills with individuals and families to develop client-centered plans of care.
 - 2. Facilitate mobilization of client and family competencies in the promotion, maintenance, and restoration of health.
 - 3. Collaborate with diverse health care professionals in the care of children and adults.

4. Demonstrate information literacy using a variety of resources.
- C. Analyze nursing practice in promoting, maintaining, and restoring health across the lifespan.
1. Utilize age-appropriate assessment skills.
 2. Use the Theory of Nursing for the Whole Person as the model for guiding nursing practice.
 3. Implement culturally sensitive and evidence-based nursing across the continuum of care.
 4. Evaluate nursing interventions in light of expected outcomes.
- D. Develop a personal pattern of family-centered nursing practice integrating Christian, professional, and social values.
1. Demonstrate ethical behavior based on a Christian worldview, personal values, and standards of professional practice.
 2. Compare and contrast a Christian worldview with the social and cultural values of clients and families.
 3. Identify current trends and issues in the delivery of health care that influence health across the continuum of care.
 4. Analyze personal effectiveness in promoting spiritual, mental, and physical wholeness for individuals and families.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

a. New

Bowden, V. R., & Greenberg, C. S. (2008). *Pediatric nursing procedures* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.
ISBN: 9780781766821

Hockenberry, M. J., & Wilson, D. (2011). *Wong's nursing care of infants and children* (9th ed.). St. Louis, MO: Mosby.
Text and Virtual Clinical Excursions Package
ISBN: 9780323079723

b. Previously purchased

Deglin, J. H., & Vallerand, A. H. (2011). *Davis's drug guide for nurses* (12th ed.). Philadelphia: F. A. Davis.
Paperback w/Resource Kit CD ISBN: 9780803623088

eInstruction. (2010). *CPS pulse clicker* (RF-S-BXP030-0001).
ISBN: 9781881483816

eInstruction. (2010). *Lifetime registration for clicker* (GEN2RF).
ISBN: 9781881483762

Huether, S. E., & McCance, K. L. (2008). *Understanding pathophysiology* (4th ed.). St. Louis, MO: Mosby.
ISBN: 9780323049900

Jezek, K., Ed. (2011). *Oral Roberts University Anna Vaughn College of Nursing student handbook 2011-2012*. Tulsa, OK: Oral Roberts University.

Lewis, S., Heitkemper., M., Dirksen., S., O'Brien, P., & Bucher, L. (2011). *Medical-surgical nursing* (8th ed.) St. Louis, Mo: Mosby, with computer simulation portion.
ISBN: 978032306580

Lilley, L. L., Collins, S. R., Harrington, S., & Snyder, J. S. (2011). *Pharmacology and the nursing process* (6th ed.). St. Louis, MO: Mosby.
ISBN: 9780323055444

2. Other

a. Computer specifications:

Faculty expect students to own their own computers and ink jet (not laser) printers. The college of nursing recommends a windows-based system with the following specifications.

(1) Hardware

- (a) Intel Core i3 (min) or AMD Ath II Quad core
- (b) Intel Core i3 (min)
- (c) 2 GB
- (d) 400 GB
- (e) 100/1000 base T NIC
- (f) b/g/n

(2) External storage device
2 GB Multiple

(3) Software (*most recent version is required*)

- (a) WIN 7
- (b) Microsoft Office 2007/2010
- (c) Internet Explorer
- (d) Acrobat Reader
- (e) Antivirus Software
- (f) Spyware Software
- (g) Appropriate Firewall

*NOTE: Microsoft Office is utilized campus-wide. Microsoft Works is not recommended because it is not compatible with Microsoft Office.

b. Students are expected to use multiple resources, including technology such as electronic computer databases to find materials related to course content.

c. Stethoscope

B. Optional Materials

1. Textbooks

Bindler, R. C., Howry, L. B., Wilson, B. A., Shannon, M. T., & Stang, C. L. (2005). *Prentice Hall pediatric drug guide with nursing implications*. Upper Saddle River, NJ: Pearson, Prentice-Hall.
ISBN: 9780131196155

Hockenberry, M. J., Wilson, D., Rentfro, A.R., & McCampbell, L. (2011). *Study guide for Wong's nursing care of infants and children* (9th ed.). St. Louis, MO: Mosby, Inc.
ISBN: 9780323071239

Hogan, M.A., White, J.E., Falkenstein, K., & Brancato, V. (2007). *Child health nursing: Reviews & rationales* (2nd ed.). Upper Saddle River, NJ: Pearson, Prentice-Hall.
ISBN: 9780132437110

Phillips, L.D. (2010). *Manual of I.V. therapeutics: Evidence-based practice for infusion therapy* (5th ed.). Philadelphia: F.A. Davis Company.
ISBN: 9780803621848

Wilson, D., & Hockenberry, M. J. (2008). *Wong's clinical manual of pediatric nursing* (7th ed.). St. Louis, MO: Mosby, Inc.
ISBN: 9780323047135

2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. 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.
 5. Students are to be in compliance with University, college, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. College of Nursing Policies and Procedures
1. The *ORU AVCON Student Handbook* contains a complete list of College of Nursing policies.
 2. Attendance
 - a. The last day for students to add nursing classes is the first Monday following the university's date for the beginning of classes.
 - b. Students are expected to punctually attend all scheduled learning experiences.
 - c. The Dean of the College of Nursing may request administrative excuses for absences from courses or Chapel when scheduling conflicts exist with scheduled learning experiences within the College 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 but within a minimum of 48-business hours prior to the scheduled class.
 - e. Makeup of modular posttests is arranged only in the case of an excused class absence. Students must speak personally to the course coordinator prior to the test period if they are unable to take a scheduled exam. Absences are excused only for cases of documented illness or other crisis situations. Students must pay a \$15 fee, payable to student accounts, for a late exam.
 - f. Students are required to speak personally to the clinical instructor and the clinical agency regarding 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 request for clinical/sim lab make-up form to the office of the Dean. If the petition is approved, a \$50 fee will be assessed per clinical day or \$15 per sim lab hour.
 3. Clinical Policies
 - a. CPR training:
A current training card covering the full academic year must be submitted by July 15. CPR training is to be the American Heart Association's Basic Life Support for Health Care Providers.
 - b. Immunizations:
A student must present evidence that immunizations and tuberculin skin

testing are current by July 15. The school is contractually obligated to clinical agencies to ensure 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. Snow policy for clinical travel:

Rarely are road conditions so hazardous that faculty and students are unable to travel to clinical agencies for scheduled clinical experiences. However, should such conditions arise, safety of faculty and students takes priority over clinical experiences. If a course coordinator, in discussion with the Dean, judges that travel would endanger students, the coordinator may cancel the experience and reschedule at a later date. Each course coordinator will initiate a call to notify clinical instructors and students via a "telephone tree."

e. 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 an unexcused clinical absence. Students are permitted to care for patients as long as they demonstrate safe nursing care.

f. 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 disenrolled in clinical nursing courses.

g. Dress code:

Professional dress code is in effect for all activities within the College 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 College of Nursing Student Handbook.

4. Evaluation Procedures

a. The student and clinical instructor are both involved in the clinical evaluation process. Formal student/faculty clinical evaluation conferences are held at the middle and end of the semester. Both the clinical instructor and the student complete written evaluations of the student's clinical performance for discussion at the evaluation conferences.

b. Clinical laboratory performance is graded on a pass/fail basis according to the clinical evaluation rubric. The student must achieve a passing grade in the clinical portion of the course in order to pass the course and progress to subsequent clinical courses. Additionally, the student is required to complete all clinical and sim lab hours as mandated by the curriculum. Criteria for clinical failure include failure to demonstrate achievement of clinical objectives and/or a pattern of jeopardizing patient safety.

- c. In order to successfully complete the course, the student must achieve at least 70% weighted average on modular and final exams. (Quizzes and ATI exam scores are not included in this average.)
- d. The student must achieve a passing grade for clinical experiences and the 70% weighted average on modular and final exams in order for paper and project grades to be included in the calculation of the final course score.
- e. The final course grade is calculated using the following grading scale:
 A=90-100
 B=80-89
 C=70-79
 D=60-69
 F=59 and below
- f. Students are required to submit all assignments for course completion. Due dates of assignments are 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. Assignments submitted late will have points deducted as follows:
 1 business day: 10%
 2 business days: 20%
 3 business days: 30%
 4 business days: A grade of zero (0) will be given.
- g. In order to progress in the nursing program, a student is required to take ATI tests as identified in course syllabi. Course syllabi indicate which ATI exams students are required to take and/or pass in each course.
 - (1) A student must pass at the ATI designated level:
 - (a) Sophomore-level tests in order to progress to junior-level courses
 - (b) Junior-level tests in order to progress to senior-level courses
 - (c) Senior-level tests in order to progress to graduation
 - (2) A student may retake proctored exams up to two days prior to the beginning of the fall semester in order to qualify for progression in the program. A student performing at less than the designated score on the first exam is required to engage in self-selected remediation activities, e.g., use of ATI CDs, ATI workbooks, and nonproctored versions of the exam.
 - (3) After remediation, the student may take a second proctored exam on which he or she must score no less than the designated percentile for the program.
 - (a) Students must wait until the next business day or next scheduled testing date to retake an ATI exam.
 - (b) Students must take alternating versions of ATI exams on the retakes, as available.
 - (c) Sophomore, junior, and 1st-semester senior students may only take proctored exams twice a semester.
 - (d) Students will be required to pay a fee for proctored ATI exams administered more than twice.

- h. Whole Person Assessment requirements:
The College of Nursing, under a university-led initiative, is implementing an electronic portfolio system (ePortfolio) to evaluate students' achievement of academic outcomes. Therefore, all nursing majors are required to prepare an electronic portfolio. Each student is responsible for submitting ePortfolio artifacts as described in course syllabi.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. All evaluation is based on achievement of stated course objectives.
- b. If a passing grade is achieved in the clinical laboratory and on the written exam(s), the course grade for NUR 307 is based upon work in the following areas:

Adult Nursing Care Plans/Written Assignments	10%
Peds Nursing Care Plans/Written Assignments	10%
Module exams	45%
Adult & Peds Sim Lab Exams	10%
ATI Exams	05%
Final exam	<u>20%</u>
	100%

- c. 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.
- d. 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. All assignment must be turned in to receive a course grade.

2. Whole Person Assessment Requirements

- a. Students are required to submit artifacts throughout the semester and are required to have all artifacts submitted by the end of the semester, or there will be a deduction in the course grade.
- b. WPA artifacts required for NUR 307 include one of the following:
 - (1) Pediatric Care Plan NUR 307 **OR**
 - (2) Adult Care Plan NUR 307

3. Other Policies and/or Procedures

- a. ATI exams:
Students are required to take the following nonproctored ATI Exams:
 - (1) Focused Medical-Surgical Assessment: Gastrointestinal
 - (2) Focused Medical-Surgical Assessment: Musculoskeletal
 - (3) Focused Medical-Surgical Assessment: Renal
 - (4) Nursing of Children
- b. Dress code:
Students will be permitted to wear child-appropriate pattern scrub tops during pediatric hospital clinical rotation only.

VI. COURSE CALENDAR

Each lecture period is 50 minutes in length.

Weeks	Module	
1-4	I	Growth and Development: Issues of Family Centered Care
5-7	II	Patterns of Illness: Altered Skin Integrity and Surgical Intervention
8-10	III	Patterns of Illness: Altered Nutritional Patterns
11-13	IV	Patterns of Illness: Altered Elimination
14-15	V	Patterns of Illness: Altered Mobility
16	4/30-5/4	Final Exams

Course Inventory for ORU's Student Learning Outcomes
NUR 307—Patterns of Health and Illness II
Spring 2012

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior		X		

2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			

3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity			X	