

ITT Technical Institute
NU2999
Nursing Capstone
Onsite Course

SYLLABUS

Credit hours: 10


Contact/Instructional hours: 203 (45 Theory Hours, 15 Lab Hours, 143 Clinical Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: completion of all other courses in the program of study

Course Description:

This course integrates the principles of evidence-based nursing practice into the care of patients with complex illnesses. The course focuses on demonstration of competencies consistent with program outcomes and development of management skill in caring for multiple patients. In preparing for the professional nurse role, nursing leadership principles, transition to practice, career planning and lifelong learning are explored. Students have the opportunity, in the nursing skills laboratory and clinical setting, to collaborate with faculty and a preceptor in practicing the professional nursing role.



COURSE SUMMARY

COURSE DESCRIPTION

This course integrates the principles of evidence-based nursing practice into the care of patients with complex illnesses. The course focuses on demonstration of competencies consistent with program outcomes and development of management skill in caring for multiple patients. In preparing for the professional nurse role, nursing leadership principles, transition to practice, career planning and lifelong learning are explored. Students have the opportunity, in the nursing skills laboratory and clinical setting, to collaborate with faculty and a preceptor in practicing the professional nursing role.

MAJOR INSTRUCTIONAL AREAS

1. Complex nursing care
2. Emergency nursing care
3. Nutritional care for the complex patient
4. Medications and medication administration for the complex patient
5. Communicating with the complex patient and family
6. Experience caring for the complex patient
7. Experience caring for multiple patients

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Recognize complex and emergency medical issues in the adult patient.
2. Assess the needs of the complex patient.
3. Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
4. Identify appropriate nutritional care for the complex patient.
5. Distinguish between normal and abnormal system functions for the complex care patient.
6. Identify patient safety issues related to medication administration when caring for the complex patient.

7. Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
8. Explain the ethical and legal issues related to the patient with complex or emergency care needs.

COURSE OUTLINE

MODULE 1: COMPLEX NURSING CARE

COURSE LEARNING OBJECTIVES

- Recognize complex and emergency medical issues in the adult patient.
- Assess the needs of the complex patient.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
- Distinguish between normal and abnormal system functions for the complex care patient.
- Identify patient safety issues related to medication administration when caring for the complex patient.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.

MODULE OBJECTIVES

- Recognize complex and emergency medical issues in the adult patient.
 - 1.1 Describe the scope of medical-surgical nursing in complex or emergency situations.
 - 1.2 Explain the impact of complex and emergency illness on family members and whether family members should be included or excluded from the plan of care.
- Assess the needs of the complex patient.
 - 2.1 Use valid and reliable tools to assess for mental/behavioral health problems in the older adult during complex or emergency situations.
 - 2.2 Discuss the psychological impact of complex and emergency illness on the family unit.
 - 2.3 Discuss the importance of cultural awareness and competence for creating an effective plan of care.
 - 2.4 Discuss powerlessness and how it develops when patients have complex or chronic illnesses.
 - 2.5 Explain the concept of locus of control and its relationship to powerlessness.
 - 2.29 Execute skills in lab as directed by the instructor.

- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
 - 3.1 Use the nursing process while caring for patients during complex or emergency situations.
- Distinguish between normal and abnormal system functions for the complex care patient.
 - 5.1 Incorporate abnormal system functions needs into nursing interventions that monitor, prevent, manage, or eliminate the problems and identified patient risks.
- Identify patient safety issues related to medication administration when caring for the complex patient.
 - 6.1 Review the National Patient Safety Goals related to medication administration, and for patients with sleep, nutrition, pain, and delirium alterations.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
 - 7.1 Discuss the process of planning the care of the patients with complex or emergency problems with emphasis on interdisciplinary collaboration and priority setting.
 - 7.2 Describe the impact of technology and common nursing interventions in the care unit on powerlessness for the patients with complex and emergency problems.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.
 - 8.1 Incorporate concepts of psychosocial and spiritual alterations that are essential for ethical decision making for providing nursing care to patients with complex illnesses or emergency problems.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Urden, L., Stacy, K., & Lough, M., Chapters 1, 3, and 4.	2.5 hrs
Lesson: Study the lesson for this module.	1 hr
Quiz: Prepare for Quiz 1.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 1: Submit the exercise titled “Motor Vehicle Accident Injuries.”	2 hrs
Lab [as Assigned]: Complete the lab as assigned.	N/A
Clinical [as Assigned]: Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 7 Hours

MODULE 2: COMMON ALTERATIONS IN CRITICAL CARE

COURSE LEARNING OBJECTIVES COVERED

- Recognize complex and emergency medical issues in the adult patient.
- Assess the needs of the complex patient.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
- Identify appropriate nutritional care for the complex patient.
- Distinguish between normal and abnormal system functions for the complex care patient.
- Identify patient safety issues related to medication administration when caring for the complex patient.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.

MODULE OBJECTIVES

- Recognize complex and emergency medical issues in the adult patient.
 - 1.1 Describe the scope of medical-surgical nursing in complex or emergency situations.
 - 1.2 Explain the impact of complex and emergency illness on family members and whether family members should be included or excluded from the plan of care.
- Assess the needs of the complex patient.
 - 2.6 Use valid and reliable tools to assess sleep, nutrition, pain, or sensory health problems during complex or emergency situations.
 - 2.7 Analyze the importance of pain assessment in the treatment of patients with complex or emergency problems.
 - 2.8 Describe the use of ECG rhythm strip to identify normal sinus rhythm and common or life-threatening dysrhythmias.
 - 2.29 Execute skills in lab as directed by the instructor.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.

- 3.1 Use the nursing process while caring for patients during complex or emergency situations.
- Identify appropriate nutritional care for the complex patient.
 - 4.1 Review the effects of malnutrition in patients with complex and emergency problems.
 - 4.2 Discuss strategies for feeding the patient with complex or emergency situations.
 - 4.3 Delineate the causes of protein-calorie malnutrition in patients with complex and emergency problems.
- Distinguish between normal and abnormal system functions for the complex care patient.
 - 5.2 Incorporate system functions related to sleep, nutrition, and pain relief into nursing interventions that monitor, prevent, manage, or eliminate the problems and identified patient risks and needs.
- Identify patient safety issues related to medication administration when caring for the complex patient.
 - 6.2 List safety measures needed to administer medications to a patient with sleep, nutrition, and pain and delirium problems.
 - 6.3 Review the National Patient Safety Goals related to sleep, nutrition, pain, and delirium problems.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
 - 7.1 Discuss the process of planning the care of the patients with complex or emergency problems with emphasis on interdisciplinary collaboration and priority setting.
 - 7.3 Differentiate the effects of TPN, enteral feedings, and oral feedings in patients with complex or emergency problems.
 - 7.17 Execute skills in lab as directed by the instructor.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.
 - 8.2 Incorporate concepts of pain management that are essential for ethical decision making while providing nursing care to patients with complex illnesses or emergency problems.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
---------------------------------------	----------------------

Reading: Urden, L., Stacy, K., & Lough, M., Chapters 6- 9.	6 hrs
Reading: Aehlert, B., Chapter 2 (pp. 29-69).	5 hrs
Lesson: Study the lesson for this module.	2 hrs
Learning Activity: Review NCLEX-RN Online Review Comprehensive Exam Modules 1-3.	1 hr
Exam: Prepare for Exam 1.	1.5 hrs
Quiz: Prepare for Quiz 2.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 2: Submit the exercise titled "Pain Management."	2 hrs
Quiz: Take Quiz 1.	N/A
Lab [as Assigned]: Complete the lab as assigned.	N/A
Clinical [as Assigned]: Complete the Clinical Evaluation as assigned.	N/A
Clinical [as Assigned]: Complete the Clinical Assessment as assigned.	N/A

Total Out-of-Class Activities: 19 Hours

MODULE 3: OXYGENATION AND PERFUSION ALTERATIONS

COURSE LEARNING OBJECTIVES COVERED

- Recognize complex and emergency medical issues in the adult patient.
- Assess the needs of the complex patient.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
- Identify appropriate nutritional care for the complex patient.
- Distinguish between normal and abnormal system functions for the complex care patient.
- Identify patient safety issues related to medication administration when caring for the complex patient.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.

MODULE OBJECTIVES

- Recognize complex and emergency medical issues in the adult patient.
 - 1.3 Describe the scope of medical-surgical nursing in patients with oxygenation and perfusion problems.
- Assess the needs of the complex patient.
 - 2.9 Use valid and reliable tools to assess for cardiovascular and pulmonary health problems during complex or emergency situations.
 - 2.10 Differentiate types of normal rhythm and atrial dysrhythmias.
 - 2.11 Identify typical physical assessment findings associated with common atrial dysrhythmias.
 - 2.29 Execute skills in lab as directed by the instructor.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
 - 3.1 Use the nursing process while caring for patients during complex or emergency situations.
 - 3.2 Differentiate invasive hemodynamic pressures and their significance.
- Distinguish between normal and abnormal system functions for the complex care patient.

- 5.3 Formulate patient education regarding the drug therapy used for common dysrhythmias.
- 5.4 Educate patients and families about procedures and other interventions for common dysrhythmias.
- Identify patient safety issues related to medication administration when caring for the complex patient.
 - 6.4 List safety measures needed to administer medications to a patient with complex or emergency problems.
 - 6.5 Review the National Patient Safety Goals related to medication administration for patients with oxygenation and perfusion problems.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
 - 7.1 Discuss the process of planning the care of the patients with complex or emergency problems with emphasis on interdisciplinary collaboration and priority setting.
 - 7.4 Prioritize care for patients having invasive and noninvasive cardiac diagnostic tests.
 - 7.5 Plan collaborative care for patients experiencing atrial dysrhythmias.
 - 7.6 Explain management of ventilation including the use of a CPAP/ BiPAP machine.
 - 7.7 Identify priorities of nursing care for patients with positive-pressure ventilation.
 - 7.8 Review the National Patient Safety Goals related to noninvasive mechanical ventilation.
 - 7.17 Execute skills in lab as directed by the instructor.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.
 - 8.3 Incorporate legal and ethical concepts that are essential for ethical decision while providing nursing care to patients with complex illnesses or emergency problems.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Urden, L., Stacy, K., & Lough, M., Chapters 13 and 16.	8 hrs
Reading: Aehlert, B., Chapter 3 (pp. 85-93) and Chapter 4 (pp. 109-130).	3.5 hrs
Lesson: Study the lesson for this module.	2 hrs
Learning Activity: Review NCLEX-RN Online Review Comprehensive Exam Modules 4-6.	1 hr
Quiz: Prepare for Quiz 3.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 3: Submit the exercise titled "Abdominal Surgery."	2 hrs
Exam: Take Exam 1.	N/A
Quiz: Take Quiz 2.	N/A
Lab [as Assigned]: Complete the lab as assigned.	N/A
Clinical [as Assigned]: Complete the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 18 Hours

MODULE 4: DIGESTIVE AND METABOLIC ALTERATIONS

COURSE LEARNING OBJECTIVES COVERED

- Recognize complex and emergency medical issues in the adult patient.
- Assess the needs of the complex patient.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
- Identify appropriate nutritional care for the complex patient.
- Distinguish between normal and abnormal system functions for the complex care patient.
- Identify patient safety issues related to medication administration when caring for the complex patient.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.

MODULE OBJECTIVES

- Recognize complex and emergency medical issues in the adult patient.
 - 1.4 Describe the scope of medical-surgical nursing for patients with digestive and metabolic problems in complex or emergency situations.
 - 1.5 Discuss digestive and metabolic emergencies.
- Assess the needs of the complex patient.
 - 2.12 Use valid and reliable tools to assess for gastrointestinal and endocrine problems during complex or emergency situations.
 - 2.13 Review the laboratory tests and diagnostic procedures used to establish the diagnosis of gastrointestinal and endocrine problems.
 - 2.29 Execute skills in lab as directed by the instructor.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
 - 3.3 Use the nursing process while caring for patients with gastrointestinal and endocrine problems during complex or emergency situations.
- Identify appropriate nutritional care for the complex patient.

- 4.4 Review the effects of malnutrition in patients with gastrointestinal and endocrine problems.
- Distinguish between normal and abnormal system functions for the complex care patient.
 - 5.5 Review the various etiologies of acute patients with gastrointestinal and endocrine problems.
 - 5.6 Discuss key points of the patient's history in determining selection for a liver transplantation.
 - 5.7 Identify potentially life-threatening complications of gastrointestinal and endocrine problems.
- Identify patient safety issues related to medication administration when caring for the complex patient.
 - 6.6 List safety measures needed to administer medications to patients with gastrointestinal and endocrine problems during complex or emergency problems.
 - 6.7 Review the National Patient Safety Goals related to digestive and metabolic problems.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
 - 7.1 Discuss the process of planning the care of the patients with complex or emergency problems with emphasis on interdisciplinary collaboration and priority setting.
 - 7.9 Formulate patient education regarding the manifestations and emergency treatment of hypoglycemia and hyperglycemia.
 - 7.13 Collaborate with members of the health care team to provide care for complex or critical patients.
 - 7.17 Execute skills in lab as directed by the instructor.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.
 - 8.4 Incorporate concepts of management that are essential for ethical decision while providing nursing care to patients with complex illnesses or emergency problems.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Urden, L., Stacy, K., & Lough, M., Chapters 22 and 24.	6 hrs
Reading: Aehlert, B., Chapter 5 (pp. 154-161) and Chapter 6 (pp.	1.5 hrs

188-192).	
Lesson: Study the lesson for this module.	2 hrs
Learning Activity: Review NCLEX-RN Online Review Comprehensive Exam Modules 7-10.	1 hr
Quiz: Prepare for Quiz 4.	1.5 hrs
Exam 2: Prepare for Exam 2.	1 hr
Quiz: Prepare for Quiz 5.	1 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 4: Submit the exercise titled "Acute Pancreatitis."	2 hrs
Quiz: Take Quiz 3.	NA
Quiz: Take Quiz 4.	NA
Lab [as Assigned]: Complete the lab as assigned.	NA
Clinical [as Assigned]: Complete the Clinical Evaluation as assigned.	NA
Clinical [as Assigned]: Complete the Clinical Assessment as assigned.	NA

Total Out-of-Class Activities: 16 Hours

MODULE 5: NEUROLOGICAL AND EXCRETION ALTERATIONS

COURSE LEARNING OBJECTIVES COVERED

- Recognize complex and emergency medical issues in the adult patient.
- Assess the needs of the complex patient.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
- Identify appropriate nutritional care for the complex patient.
- Distinguish between normal and abnormal system functions for the complex care patient.
- Identify patient safety issues related to medication administration when caring for the complex patient.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.

MODULE OBJECTIVES

- Recognize complex and emergency medical issues in the adult patient.
 - 1.1 Describe the scope of medical-surgical nursing in complex or emergency situations
- Assess the needs of the complex patient.
 - 2.14 Use valid and reliable tools to assess for neurological and excretion problems during complex or emergency situations.
 - 2.15 Perform a focused neurologic assessment of patients who have complex or chronic illnesses.
 - 2.16 Review the laboratory tests and diagnostic procedures used to establish the diagnosis of neurological and excretion problems.
 - 2.17 Assess the needs of patients with stroke who have altered sensory perception.
 - 2.18 Describe how to perform a comprehensive neurologic assessment of patients who have a stroke.
 - 2.19 Review the diagnostic procedures commonly used in the patient with neurological dysfunction.

- 2.20 Use laboratory data and clinical assessment to determine the effectiveness of therapy for kidney dysfunction.
- 2.29 Execute skills in lab as directed by the instructor.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
 - 3.4 Use the nursing process while caring for patients with neurological and excretion problems during complex or emergency situations.
- Identify appropriate nutritional care for the complex patient.
 - 4.5 Review the effects of malnutrition in patients with neurological and excretion problems.
- Distinguish between normal and abnormal system functions for the complex care patient.
 - 5.8 Review the various etiologies of neurological and excretion problems.
 - 5.9 Identify potentially life-threatening complications of neurological and excretion problems.
 - 5.10 Compare the pathophysiology and causes of acute kidney injury (AKI) with those of chronic kidney disease (CKD).
- Identify patient safety issues related to medication administration when caring for the complex patient.
 - 6.4 List safety measures needed to administer medications to a patient with complex or emergency problems.
 - 6.8 Review the National Patient Safety Goals related to neurological and excretion problems.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
 - 7.1 Discuss the process of planning and providing care for patients with complex or emergency problems with emphasis on interdisciplinary collaboration and priority setting.
 - 7.10 Formulate patient education regarding the manifestations and emergency treatment of neurological and excretion problems
 - 7-13 Collaborate with members of the health care team to provide care for complex or critical patients.
 - 7.17 Execute skills in lab as directed by the instructor.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.

- 8.2 Incorporate concepts of pain management that are essential for ethical decision while providing nursing care to patients with complex illnesses or emergency problems.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Urden, L., Stacy, K., & Lough, M., Chapters 18 and 20.	6 hrs
Reading: Aehlert, B., Chapter 7 (pp. 207-222) and Chapter 8 (pp. 239-251).	3.5 hrs
Lesson: Study the lesson for this module.	2 hrs
Learning Activity: Prepare for the NCLEX-RN Online Review Comprehensive Exam.	2 hrs
Quiz: Prepare for Quiz 5.	0.5 hr
Final Exam: Prepare for the final exam.	5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Homework Assignment 5: Submit the exercise titled "Guillain-Barré Syndrome."	2 hrs
Exam: Take Exam 2.	N/A
Quiz: Take Quiz 5.	N/A
Lab [as Assigned]: Complete the lab as assigned.	N/A
Clinical [as Assigned]: Complete the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 21 Hours

MODULE 6: MULTISYSTEM ALTERATIONS

COURSE LEARNING OBJECTIVES COVERED

- Recognize complex and emergency medical issues in the adult patient.
- Assess the needs of the complex patient.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
- Identify appropriate nutritional care for the complex patient.
- Distinguish between normal and abnormal system functions for the complex care patient.
- Identify patient safety issues related to medication administration when caring for the complex patient.
- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.

MODULE OBJECTIVES

- Recognize complex and emergency medical issues in the adult patient.
 - 1.6 Describe the scope of medical-surgical nursing in patients who have had trauma or multiple organ dysfunction syndrome.
 - 1.2 Explain the impact of complex and emergency illness on family members and whether family members should be included or excluded from the plan of care.
- Assess the needs of the complex patient.
 - 2.21 Use valid and reliable tools to assess patients who have had trauma or multiple organ dysfunction syndrome.
 - 2.22 Perform a focused neurologic assessment of patients who have had trauma or multiple organ dysfunction syndrome.
 - 2.23 Review the laboratory tests and diagnostic procedures used to establish the diagnosis of patients who have had trauma or multiple organ dysfunction syndrome.
 - 2.24 Assess the needs of patients who have had trauma or multiple organ dysfunction syndrome.
 - 2.25 Describe how to perform a comprehensive assessment of patients who have had trauma or multiple organ dysfunction syndrome.

- 2.26 Review the diagnostic procedures commonly used in the patients who have had trauma or multiple organ dysfunction syndrome.
- 2.27 Ensure vital sign measurements are accurate, and monitor them for changes indicating the presence of shock.
- 2.28 Use laboratory data and clinical manifestations to determine the effectiveness of therapy for shock.
- 2.29 Execute skills in lab as directed by the instructor.
- Use critical thinking skills to identify and prioritize nursing actions when caring for the complex patient.
 - 3.5 Use the nursing process while caring for patients who have had trauma or multiple organ dysfunction syndrome.
- Identify appropriate nutritional care for the complex patient.
 - 4.6 Review the effects of malnutrition in patients with patients who have had trauma or multiple organ dysfunction syndrome.
- Distinguish between normal and abnormal system functions for the complex care patient.
 - 5.11 Review the various etiologies of patients who have had trauma or multiple organ dysfunction syndrome.
 - 5.12 Identify potentially life-threatening complications of patients who have had trauma or multiple organ dysfunction syndrome.
 - 5.13 Compare the pathophysiology and causes of multiple organ dysfunction syndrome.
 - 5.14 Describe the generalized shock response.
 - 5.15 List the etiologies of hypovolemic, cardiogenic, anaphylactic, neurogenic, and septic shock.
 - 5.16 Explain the pathophysiology of hypovolemic, cardiogenic, anaphylactic, neurogenic, and septic shock.
 - 5.17 Identify the clinical manifestations of hypovolemic, cardiogenic, anaphylactic, neurogenic, and septic shock.
- Identify patient safety issues related to medication administration when caring for the complex patient.
 - 6.9 List safety measures needed to administer medications to patients who have had trauma or multiple organ dysfunction syndrome.
 - 6.10 Review the National Patient Safety Goals related to patients who have had trauma or multiple organ dysfunction syndrome.

- Identify strategies for health promotion, maintenance, and restoration when providing care and education to the complex patient.
 - 7.16 Discuss the process of planning and provided care for patients with patients who have had trauma or multiple organ dysfunction syndrome with emphasis on interdisciplinary collaboration and priority setting.
 - 7.11 Formulate patient education regarding the manifestations and emergency treatment of trauma and MODS.
 - 7.12 Develop nursing diagnoses and management approaches for patients with burn injuries in the resuscitation, acute, and rehabilitation phases.
 - 7.13 Collaborate with members of the health care team to provide care for complex or critical patients.
 - 7.14 Describe the role of the ED nurse in providing support for families after the death of a loved one.
 - 7.15 Summarize the nursing management of the patient with hypovolemic, cardiogenic, anaphylactic, neurogenic, and septic shock.
 - 7.17 Execute skills in lab as directed by the instructor.
- Explain the ethical and legal issues related to the patient with complex or emergency care needs.
 - 8.2 Incorporate concepts of pain management that are essential for ethical decision while providing nursing care to patients who have had trauma or multiple organ dysfunction syndrome.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
Reading: Urden, L., Stacy, K., & Lough, M., Chapters 25 and 26.	7 hrs
Lesson: Study the lesson for this module.	2 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
Exam: Take the NCLEX-RN Online Review Comprehensive Exam.	N/A
Final Exam: Take the final exam.	N/A
Lab [as Assigned]: Complete the lab as assigned.	N/A
Clinical [as Assigned]: Complete the Clinical Evaluation as assigned.	N/A
Clinical [as Assigned]: Complete the Clinical Assessment as assigned.	N/A

Total Out-of-Class Activities: 9 Hours

EVALUATION AND GRADING

EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

Grading Categories	Grading Weight
Homework Assignment	10%
Quiz	10%
NCLEX-RN Online Review Comprehensive Exam	10%
Exam	45%
Final Exam	25%
Clinical Assignment	P/F
Clinical Evaluation	P/F
Lab	P/F
Total	100%

In addition to the weighted grades, you will also need to pass the clinical assignment, clinical evaluation, and lab.

GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

Final grades will also consider whether you passed in the clinical or lab rotation. Failing in clinical or lab rotation will result in course failure.

LEARNING MATERIALS AND REFERENCES

REQUIRED COURSE MATERIAL

- Urden, L., Stacy, K., & Lough, M. (2016). *Priorities in critical care nursing (7th ed.)*. St. Louis, MO: Mosby.
- Aehlert, B. (2013). *ECGs made easy (5th ed.)*. St. Louis, MO: Mosby.

RECOMMENDED RESOURCES

- Books and Professional Journals
- Ignatavicius, D. D., Workman, M. L., Blair, M., Rebar, C., & Winkelman, C. (2013). *Medical-surgical nursing: Patient-centered collaborative care (7th ed.)*. St. Louis, MO: Saunders.
- Ackley, B. J., & Ladwig, G. B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care (10th ed.)*. St. Louis, MO: Mosby.
- Gahart, B. L., & Nazareno, A. R. (2015). *2015 Intravenous medications: A handbook for nurses and health professionals (31st ed.)*. St. Louis, MO: Mosby.
- Pagana, K. D., Pagana, T. J., & Pagana, T. N. (2015). *Mosby's diagnostic and laboratory test reference (12th ed.)*. St. Louis, MO: Mosby.
- LeFever K. J., & Marshall, S. M. (2013). *Clinical calculations: With applications to general and specialty areas (7th ed.)*. St. Louis, MO: Saunders.
- *American Journal of Nursing*
- *The American Nurse*
- *American Nurse Today*
- *The International Journal of Nursing: Terminologies and Classifications*
- *Nursing and Health Care*
- *Nursing and Health Care Perspectives*
- *Nursing and Health Care Perspectives on the Community*
- *Critical Care Nursing Clinics of North America*
- *Nursing Research*
- *International Journal of Nursing Terminologies and Classifications*
- *The Online Journal of Nursing Issues Today*
- Professional Associations
- American Academy of Medical-Surgical Nurses (AMSN) www.amsn.org
- American Heart Association www.americanheart.org

- American Nurses Association (ANA) www.nursingworld.org
- American Nurses Association's Center for Ethics and Human Rights
<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Ethics-Position-Statements>
- American Nurses Association's Code of Ethics
www.nursingworld.org/MainMenuCategories/Ethics
- The Association of Critical Care Transport (ACCT) www.acctforpatients.org
- Centers for Disease Control and Prevention (CDC) www.cdc.gov/
- Centers for Medicare & Medicaid Services <https://www.cms.gov/>
 - The Centers for Medicare & Medicaid Services (CMS) is a branch of the U.S. Department of Health and Human Services. CMS is the federal agency that administers the Medicare program and monitors the Medicaid programs offered by each state.
- Emergency Nurses Association (ENA) www.ena.org
- The Joint Commission www.jointcommission.org
- Laerdal <http://www.laerdal.com>
- National Council of State Boards of Nursing (at the website, review the Board of Nursing for your home state) <https://www.ncsbn.org/boards.htm>
- NANDA International (formally North American Nursing Diagnosis Association) www.nanda.org/National Institutes of Health www.nih.gov/

ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)

- Basic Search
 - Pines, J. M. (2013). *Evidence-based emergency care : Diagnostic testing and clinical decision rules*. Chichester, West Sussex, UK: Wiley-Blackwell.
 - Veenema, T. G. (2007). *Disaster nursing and emergency preparedness : For chemical, biological, and radiological terrorism and other hazards*. New York, NY: Springer Pub.
 - Fenwick, R. (2014). Major trauma training for emergency nurses. *Emergency Nurse*, 22(1), 12-16. doi:10.7748/en2014.04.22.1.12.e1274
 - Herisko, C., Puskar, K., & Mitchell, A. M. (2013). Psychiatric nurses' beliefs, attitudes, and perceived barriers about medical emergency teams. *Issues in Mental Health Nursing*, 34(10), 725-730. doi:10.3109/01612840.2013.823633

- Valiee, S., Peyrovi, H., & Nasrabadi, A. N. (2014). Critical care nurses' perception of nursing error and its causes: A qualitative study. *Contemporary Nurse: A Journal for the Australian Nursing Profession*, 46(2), 206-213. doi:10.5172/conu.2014.46.2.206
- Lancaster, G., Kolakowsky-Hayner, S., Kovacich, J., & Greer-Williams, N. (2015). Interdisciplinary communication and collaboration among physicians, nurses, and unlicensed assistive personnel. *Journal of Nursing Scholarship*, 47(3), 275-284. doi:10.1111/jnu.12130
- Sak-Dankosky, N., Andruszkiewicz, P., Sherwood, P. R., & Kvist, T. (2014). Integrative review: nurses' and physicians' experiences and attitudes towards inpatient-witnessed resuscitation of an adult patient. *Journal of Advanced Nursing*, 70(5), 957-974. doi:10.1111/jan.12276
- Salvilla, S. A., Sheikh, A., Panesar, S. S., & Carson-Stevens, A. (2014). Patient safety and healthcare improvement at a glance. Chichester, West Sussex, UK: Wiley-Blackwell.

INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lectures, collaborative learning options, and hands-on activities. Your progress will be regularly assessed through a variety of assessment tools including homework assignment, quiz, exam, lab, clinical evaluation, clinical assignment, NCLEX-RN Online Review Comprehensive Exam, and final exam.

OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

APPENDIX A: CHECKLISTS AND TOOLS

SKILL SET CHECKLIST

Complex and Emergency Nursing Care

The Skills Performance Checklist is to be maintained by the Complex Care Nursing student. The student is responsible for filling in the dates of initial instruction and demonstration, the dates that the skill is practiced in lab or clinical settings, and learning needs related to that skill at midterm and final evaluation conferences. The student is responsible for informing the clinical instructor of all skill competencies and learning needs, and to be proactive in seeking opportunities for practice. The course, clinical, or lab instructor may ask the student to submit the skill set list for review during the quarter.

Level Two Skills Complex and Emergency Nursing Care	Taught (date)	Practiced in Lab or Clinical Setting, as Available (date)	Competence/Notes (date)
Care of a client receiving noninvasive ventilation			
Care of a client on mechanical ventilation			
Performing postural drainage			
Performing percussion, vibration, and shaking			
Airway suctioning with a closed system			
Performing endotracheal tube care			
Performing tracheostomy care			
Inflating the cuff on an endotracheal or tracheostomy tube			
Caring for clients with chest tube connected to disposable drainage			
Assisting with removal of chest tubes			
Reinfusion of chest tube drainage			
Inserting an oropharyngeal airway			
Code management			
Intravenous moderate sedation			

Assisting with thoracentesis			
Assisting with bronchoscopy			
Assisting with upper GI endoscopy and lower GI endoscopy			
Assisting with cardiogram			
Initiating blood transfusions			
Intubating the client with a nasogastric or nasointestinal feeding tube			

CLINICAL EVALUATION TOOL

NU2999 Clinical Evaluation Tool

Student _____

Clinical _____

Agency

Faculty _____

Rating Scale

Satisfactory = S

The student consistently works at the level expected of a second-year nursing student. The behavior/response being evaluated has been demonstrated consistently. The student will be given a copy of their midterm and final clinical evaluations, but the originals will be kept by nursing program in the student’s file at the campus.

Needs to Improve = NI [This category may be used only at mid-quarter grading]

The student’s performance has been inconsistent. The behavior/response being evaluated has not been consistently demonstrated at a level appropriate for a second-year nursing student. The student continues to need assistance.

Unsatisfactory = U

The student is unable to work at a level that is acceptable for a second-year nursing student. The performance related to this behavior/response has been unreliable and an insufficient amount of growth has been observed.

By midterm evaluation, the student must achieve a minimum 80% “S” or “NI” on evaluated behaviors. A student not meeting this standard will meet with the clinical instructor to develop a learning contract. The student will receive one rating per objective.

By final evaluation, the student must achieve a minimum 80% “S” or higher on evaluated behaviors.

The student will receive one rating per objective, each of which is based on one or more behaviors.

OBJECTIVES AND BEHAVIORS	Mid	Final	COMMENTS
The student will receive one rating per objective.			
1. Integrates nursing knowledge and theoretical concepts and principles from the humanities, and the social, behavioral, physical and biological sciences in the implementation of competent nursing care. A. Analyzes pathophysiology of patient’s disease process B. Synthesizes knowledge of patient’s			

OBJECTIVES AND BEHAVIORS The student will receive one rating per objective.	Mid	Final	COMMENTS
environmental dimensions to meet their physical, psychological, developmental, social and spiritual needs C. Systematically collects and reviews appropriate data and research for delivery of optimal health care D. Applies knowledge of growth and development to provide age-appropriate care			
2. Integrates nursing values within the roles of Provider of Care, Manager of Care, and Member of the Profession to provide direct patient care across the lifespan A. Verbalizes the statutes and rules governing nursing and functions within the legal boundaries of nursing practice B. Delivers care that respects the dignity and rights of patients without discrimination based on age, race, gender, sexual preference, socio-economic status, national origin, handicap, or disease C. Maintains confidentiality of all patient information D. Interacts with all patients and team members in a respectful manner E. Acts as an advocate for the patient F. Prioritizes care for a group of patients G. Identifies aspects of care to be delegated H. Evaluates delivery of delegated care toward quality improvement I. Provides care in a self-directed manner appropriate to the setting J. Organizes time effectively to meet patient care needs K. Demonstrates effective collaboration with other members of the interdisciplinary team L. Demonstrates caring in interactions with patients M. Demonstrates accountability for previous learning N. Demonstrates accountability for competent nursing care O. Incorporates ethical, professional and regulatory standards in provision of care P. Demonstrates awareness of own strengths and limitations Q. Respects the property of patients, family, significant others, and the clinical agency			

<p align="center">OBJECTIVES AND BEHAVIORS</p> <p>The student will receive one rating per objective.</p>	<p align="center">Mid</p>	<p align="center">Final</p>	<p align="center">COMMENTS</p>
<p>3. Incorporates the Nursing Process in the implementation of competent nursing care</p> <p>A. Develops a nursing care plan which addresses the patient as a whole</p> <p>B. Assessment</p> <ol style="list-style-type: none"> 1. Gathers thorough and relevant subjective and objective data from appropriate sources (biophysical, psychological, social, cultural, religious, family history) 2. Performs an accurate physical/mental assessment which incorporates growth and development 3. Applies pathophysiological knowledge to accurately evaluate signs and symptoms of altered health state 4. Assesses levels of physical and emotional comfort 5. Assesses patient's ability to perform activities of daily living 6. Assesses patient's patterns of coping and interacting 7. Elicits patient values, preferences and expressed needs, and health goals 8. Assesses available and accessible human and material resources <p>C. Diagnosis</p> <ol style="list-style-type: none"> 1. Verifies data collected 2. Analyzes data to identify patient problems and needs 3. Formulates appropriate nursing diagnoses to include actual or potential responses to health conditions and patient problem statements 4. Prioritizes nursing diagnoses 5. Documents nursing diagnoses in the plan of care <p>D. Planning</p> <ol style="list-style-type: none"> 1. Formulates realistic, measurable short and long-term goals and outcome criteria with the patient 2. Plans individualized interventions which are supported by relevant resources 3. Plans interventions with respect to patient's cultural beliefs, values, and expressed needs 4. Incorporates national patient safety resources to focus attention on patient safety 5. Identifies resources based on necessity and availability 			

OBJECTIVES AND BEHAVIORS The student will receive one rating per objective.	Mid	Final	COMMENTS
<ol style="list-style-type: none"> 1. Performs independent interventions within the standards/ policies of the nursing unit 2. Ensures safety of patients and care environment 3. Initiates requests for help and instruction when appropriate to situation 4. Clarifies role/accountability in relation to other members if the interdisciplinary team 5. Assigns, delegates, and supervises nursing activities of licensed and unlicensed staff appropriately consistent with scope of practice and appropriateness to student role 6. Demonstrates effective use of technology and information management to communicate, mitigate error, and support decision-making 7. Incorporates appropriate strategies to facilitate accurate patient data documentation and reporting 8. Creates and delivers health education appropriate to patient needs/ level of understanding 			
<p>F. Evaluation</p> <ol style="list-style-type: none"> 1. Evaluates effectiveness of implemented nursing care based on short-term goals/patient outcomes 2. Analyzes data to support evaluation 3. Modifies nursing care plan based on patient's response 4. Utilizes critical thinking and judgment in responding to changes in patient status 5. Incorporates quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes 			
<p>4. Implements health promotion and maintenance concepts in all health care settings</p> <ol style="list-style-type: none"> A. Provides accurate and consistent information, demonstration, and guidance to patient and family regarding healthy lifestyle, illness prevention, pain alleviation and or disease management B. Provide access to resources for patient and designated surrogates to promote health, safety and well-being, and self-care management C. Promotes the patient's ability to make informed decisions D. Evaluates effectiveness of teaching 			

OBJECTIVES AND BEHAVIORS The student will receive one rating per objective.	Mid	Final	COMMENTS
<p>5. Incorporates safe and therapeutic communication skills in caring or individuals, families, groups, and communities across the life span</p> <ul style="list-style-type: none"> A. Analyzes effectiveness of own communication with patients, families, and members of the interdisciplinary team B. Incorporates therapeutic communication skills in caring or individuals, families, groups, and communities across the life span C. Follows communication practices that minimize risk associated with handoffs among providers and across transitions in care D. Communicates patient values, preferences, and expressed needs to other members of the interdisciplinary team E. Solicits input from other team members to improve individual performance F. Expresses self clearly and directly with others G. Documents pertinent data correctly in a succinct, relevant, accurate, timely and informative manner H. Reports information to appropriate members of the interdisciplinary team in a timely and accurate manner consistent with established policies and procedures I. Displays empathy through active listening J. Incorporates appropriate boundaries of therapeutic relationships K. Protects confidential information 			
<p>6. Implements safe, therapeutic, and competent technical skills based on scientific rationales in the delivery of safe and effective nursing care</p> <ul style="list-style-type: none"> A. Provides safe and effective nursing care to patients using evidence-based practice B. Incorporates relevant national patient safety goals into nursing care C. Demonstrates preparedness to meet patient needs D. Demonstrates accountability for previous learning E. Seeks assistance from the instructor as needed F. Submits assignments on time G. Arrives to clinical on time H. Wears appropriate attire and is well groomed I. Actively participates in pre/post conference J. Initiates plans for self-improvement as a member of the interdisciplinary team 			

OBJECTIVES AND BEHAVIORS The student will receive one rating per objective.	Mid	Final	COMMENTS
Other objectives and behaviors <i>(The instructor can insert other objectives or state specific clinical requirements.)</i>			

MIDTERM & FINAL EVALUATION

MIDTERM EVALUATION

Faculty Comments:

Student Comments:

Grade: _____

Faculty: _____

Student: _____

Date: _____

FINAL EVALUATION

Faculty Comments:

Student Comments:

Grade: _____

Faculty: _____

Student: _____

Date: _____

(End of Syllabus)