ORVIS SCHOOL OF NURSING  
Spring 201_  
N453R  

Course Syllabus  

Course Title: Care of Clients with Complex Health Alterations: Theory  

Prerequisites: CHEM 121A/L, BIO 223, BIO 224, BIO 251, CHEM 220A/L, N317, N331, N332, N301, N318, N343R, N346, N353, N418, N433, N434, N439, N441R  

Co-requisites: N454, N485  

Credits: 4 (4+0)  

Faculty:  

Dr. Stephanie DeBoor, PhD, APRN, CCRN (Course Coordinator)  
Office: PHS 316, Office hours by appointment Mon, Tues, and Wed.  
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Email: deboors2@unr.edu  
This is the quickest and best way to contact me.  

Professor Kimberly Baxter, MSN, APRN, FNP-BC  
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Email: kimbaxter@unr.edu  

Course Description: Theoretical basis for provision of professional nursing care with clients experiencing complex health alterations.  

Student Learning Outcomes:  
At the end of this course students will be able to:  
1. Synthesize knowledge derived from the liberal arts, sciences and nursing to care for diverse clients with complex health alterations.  
2. Design nursing strategies to address needs for health promotion, risk reduction, and disease prevention in complex health alteration.  
3. Integrate evidence-based knowledge from nursing and other sciences in designing care for clients with complex health alterations.  
4. Integrate economic, political, social, ethnic, cultural, legal and ethical factors in the design of care for clients with complex health alterations.  
5. Integrate and relate the dimensions of critical thinking, decision making, and independent judgment in the design of care for clients with complex health alterations.  
6. Describe the potential effects of human diversity and global health influences on science and technology in the health of clients with complex health alterations.  
7. Compare the advantages and disadvantages of health care research and differing technologies on the evolution of health care delivery.
SILVER CORE OBJECTIVES
Nurs 453 satisfies Silver Core Objective 9 (CO9): Science, Technology and Society.

Brief Description of Learning Objective: Students will be able to connect science and technology to real-world problems by explaining how science relates to problems of societal concern; be able to distinguish between sound and unsound interpretations of scientific information; employ cogent reasoning methods in their own examinations of problems and issues; and understand applications of science and technology in societal context.

TEACHING STRATEGIES:
Teaching strategies will be varied to meet the needs of varied learning styles using various learning experiences. Small group activities and testing will be integrated in the course to encourage collegial learning and work groups. Students are asked to sit within the first 5 rows of the classroom (PME 16). It is expected that every person attend and participate in the daily course presentations, which means students will come prepared to discuss the reading and current literature on each topic. The classroom must be a safe place for students and faculty to share and learn together and respectful behavior and communication is required. Every person is encouraged to ask questions, share new ideas, identify areas of new knowledge to be obtained or investigated.

The concepts you learn in this class will focus on the nursing management of clients with acute complex health alterations and the science and technology supporting this management, impacting both the patient and society. Technology plays a vital and dynamic role in local, regional and global healthcare. Technology as it applies to most commonly encountered complex health alterations will be discussed with a focus on historical development, contemporary use and impact in the diagnosis and treatment of disease, and future implications. You will learn to apply concepts learned in this course as well as knowledge from previous courses and your concurrent clinical practice as you move forward in the coming months to independent practice. You may need to review content from previous courses as you approach this complex care curriculum.

TEACHING STRATEGIES:
1. Lecture and discussion, with Guest lectures
2. Case studies (unannounced)
3. Web Campus
4. ATI Learning systems
5. Quizzes (unannounced)
6. Tests
7. Group Activities

EVALUATION:
1. Tests (Accumulative, Each test builds on previous information): 50% (300 points)
2. In Class Activities (Quizzes and Group Work) (CO 9) (75 points)
3. ATI Proctored Exam (25 points)
4. Case Studies (CO 9) (50 points)
5. Technology Group Presentations (CO 9) (50 points)

This course has a total of 500 points. In order to pass this course with a 75% (“C”) the student must earn 375 of the 500 total points. There are no extra credit or bonus points available in this course.

GRADING SCALE:
A 93 or >
A- 90-92.99
B+ 87-89.99
B  84-86.99
B- 81-83.99
C+ 78-80.99
C  75-77.99
C- 72-74.99
D+ 69-71.99
D  66-68.99
D- 63-65.99
F <63

Any grade within this range is considered failing.

NOTE:

THIS COURSE IS A NURSING COURSE. A FINAL GRADE BELOW C IN THIS COURSE IS NOT CONSIDERED PASSING. IF YOU RECEIVE BELOW A C (<75%) IN THIS COURSE YOU WILL BE UNABLE TO PROGRESS IN THE NURSING PROGRAM.

TEXTBOOKS:
- Textbooks that are required for this course are those that have been required for all previous theory courses in Levels I-III. Library readings may also be required along with specific websites and links.

Laptops: Will be allowed in class.

Web Campus: Since this course will also be using Web Campus; this will be one of the means of communication between faculty and students. It is expected that you will check Web Campus daily for assignments, messages or updates from faculty. Students will be responsible for anything posted by 5:00 pm PT on that day.

Tests: Tests will be taken by the individual student. Time allotted for each test is based on the number of questions related to that test. A minimum of one (1) minute is allotted for each question. Remember each test will build on previous modules so expect to see content from previous lectures and readings included in each test. If a student is a no call, no show for any test, they will receive a zero for that missed exam. During tests, all personal belongings will be set against the wall or brought to the front of the classroom. This includes coats & hats. Calculators may be used (no phones, IPads or IPod’s) for testing. Students will be separated throughout the room on test days.

ATI Review Modules:
ATI Specialty-specific review modules are available and encouraged to enhance the student’s learning and assist in preparing for NCLEX.

Pop-Quizzes and Case Studies:
1. Pop-Quizzes may be given at any time throughout the semester and throughout the scheduled class. Quizzes usually will start at the beginning of class and 10 minutes is allotted, therefore it is important to be on time to class. No extra time will be given for quizzes for students who are tardy to class unless previous arrangements have been made with faculty. Class starts promptly at 10:00 a.m. (1000) PT.

Class Preparation Exercises:
It is crucial that the student thoroughly reads the assignments to be prepared for group discussion and complex learning. The in-class activities will be based on the assigned readings.

Case Studies:
Case studies may be assigned prior to class. A hard copy of these case studies will need to be handed in at the beginning of class. Any assignment handed in after the scheduled due time will be reduced by 25%
of the grade awarded. This includes students who arrive late to class and turn in their assignments at that
time. No assignment will be accepted 24 hours after the due date and the student will receive a zero for that
assignment. Remember to include citations in APA format. Case studies are to be completed independently.
Case studies are not a group project, unless otherwise specified.

Case studies hold an important role in the exploration and interpretation of science and technology as it relates
to the nursing management of the complex patient in the context of societal impact and concerns. Expectations
of further linking of this knowledge to societal needs will be required of the students in this analysis. The
student will demonstrate:

- Clinical reasoning that demonstrates an understanding of the unique needs of the patient.
- Evidence-based interventions addressing clinical presentation and manifestations in the
  complex patient in a societal context.
- Comparing and contrasting of the advantages and disadvantages of technologies utilized in the
care of the complex patient in a societal context.

Course Presentations:
Group presentations with focus on technology, societal impact, and associated ethical issues with use.
Group presentations are expected to be equally participatory (each person presenting a piece of the whole),
and professionally delivered within a 20 minute time frame. Style of presentation is up to the group presenting
(i.e, powerpoint, poster, oral, video). Grading includes: Timeliness (presentation within 20 minute time limit),
attire (make sure your attire is appropriate to the style of presentation, costumes are allowed if in conjunction
with your presentation style), creativity and originality, equal participation (each student contributes and
participates equally in the presentation), peer rubric (each team member is responsible to submit an honest
review of their peers). Presentation times will be randomly assigned per faculty.

Potential Topics:
- Technology focused on patient-centered care
- Legal and Ethical Issues in healthcare technology
- Quality improvement in healthcare technology
- Safety and technology in healthcare
- Interprofessional technology use in healthcare

DISABILITY ACCOMMODATIONS
It is university policy, in accordance with the provisions of the Americans with Disabilities Act, 1990 (as
amended) and Section 504 of the Rehabilitation Act, 1973, to provide reasonable accommodations to meet the
academic needs of students with disabilities. The Disability Resource Center is authorized by the president to
prescribe such ACCOMMODATIONS. Failure to honor an institutional reasonable accommodation authorized
by the DRC is a violation of university policy and federal regulation and may result in disciplinary proceedings
and sanctions as provided in the UCCSN Handbook (Title 2, Chapter 6.62(m) or Title 4, Chapter 8) Any
student with a disability needing academic adjustments or accommodations is requested to speak with faculty
or the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for
appropriate accommodations.

STATEMENT for ACADEMIC SUCCESS SERVICES: Your student fees cover usage of the Math Center
(784-443 or www.unr.edu/mathcenter ), Tutoring Center (784-6801 or www.unr.edu/tutoring-center ), and
University Writing Center (784-6030 or http://www.unr.edu/writing-center). These centers support your
classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help
outside of class is the sign a responsible and successful student.

ACADEMIC DISHONESTY
Academic dishonesty of any kind (for example, plagiarism, cheating on exams, quizzes, case studies, etc.) is
incompatible with behavior inherent in becoming a professional nurse. Academic dishonesty of any type will
result in academic and/or administrative action: any assignment completed for this course through academic
dishonesty will receive a zero on the exam/assignment in question. In more severe cases, for example,
extensive plagiarism of other people’s work, the case may be referred to University authorities. You are
expected to read and be familiar with the Policies and Guidelines related to academic dishonesty. These can
be found in the University catalog at the following website  http://catalog.unr.edu/

**CLASS CONDUCT and CIVILITY**
In accordance with Undergraduate Academic Standards related to Class Conduct, as identified in the University of Nevada, Reno catalog for 2014-2015 states: Students may be dropped from class at any time for negligence or misconduct, upon recommendation of the instructor and with approval of the college dean.

This course will be conducted as a civil, respectful, inclusive, and collaborative community, comprised of individuals with diverse experiences and perspectives, whose rich interchange of ideas fosters a dynamic learning environment. All participants within this course community will be responsible for their behaviors and interactions. If there are any uncivil and/or disrespectful interactions that are disruptive to the course community, those students will be asked to leave the classroom and they will be reported and dealt with as in compliance with University policies.

http://www.unr.edu/student-conduct/policies/student-code-of-conduct

**SURREPTITIOUS TAPING OF CLASS LECTURES**
In accordance with NSHE policy on surreptitious taping of class lectures; Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded **only with the written permission of the instructor**. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

**REVIEW OF ASSIGNMENTS**
Additional reading may be assigned from journal searches and will be published the week before class as an announcement in Web Campus
Chapters assigned are from Lewis et al.
Technology content highlighted in red

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<thead>
<tr>
<th>Week/Dates</th>
<th>Learning Modules</th>
<th>Class Content</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> January 19 &amp; January 20</td>
<td><strong>Pulmonary</strong></td>
<td>Martin Luther King Holiday University Closed.</td>
<td>Review your syllabus. Bring your questions.</td>
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<td>Introduction of the course &amp; Review of assignments</td>
<td>Review Chapters 26, 27, 28, 29, 68 Focus: 554-556, 580-601, 769</td>
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<td>Begin Pulmonary COPD/Cor Pulmonale/Pulmonary Hypertension Pertinent diagnostic studies for COPD and Right heart failure, CXR, CT, MRI, V/Q scan, pulmonary angio, and PET scan, and bronchoscopy. Pulmonary function tests and arterial and venous bloodwork that guides management</td>
<td>Assessment and diagnostics utilized in COPD, Cor Pulmonale and Right heart failure.</td>
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<td><strong>Week 2</strong> January 26 &amp;</td>
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<td>Chest Trauma Chest tubes and drainage</td>
<td>Focus: 541-549</td>
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<td>Date(s)</td>
<td>Focus Area</td>
<td>Notes</td>
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<td>January 27</td>
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<td>Week 3:</td>
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<td>February 2 &amp;</td>
<td><strong>Mechanical Ventilation</strong></td>
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<td>February 3</td>
<td><strong>Tracheotomy</strong></td>
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<td>VAP</td>
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<td>ARDS (Acute/Adult Respiratory Distress Syndrome)</td>
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<td>Completion ARDS</td>
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<td>Care of the patient with Burns</td>
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<td>Week 4:</td>
<td><strong>TEST 50 points</strong></td>
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<td>February 9 &amp;</td>
<td>Test Review (Pulmonary, Burns)</td>
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<td>February 10</td>
<td>Inflammatory and Valvular Disorders</td>
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<td>Week 5:</td>
<td><strong>President’s Day</strong></td>
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<td>February 16</td>
<td>University Closed – No Class</td>
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<td>February 17</td>
<td>Basic Cardiac Rhythm</td>
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<td>Interpretation Review</td>
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<td>Significant Arrhythmias:</td>
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<td>Review and Relevance of 12 Lead EKG, Pacemakers</td>
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<td>Week 6:</td>
<td><strong>Perfusion and Complications</strong></td>
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<td>February 23</td>
<td>Acute Coronary Syndrome</td>
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<td>&amp; February 24</td>
<td>Women and Heart Disease</td>
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<td>Ischemia and Infarction</td>
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<td><strong>Coronary Artery Bypass Grafts, stents and how they have revolutionized coronary interventions. Intra-aortic balloon pump</strong></td>
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<td>Week 7:</td>
<td><strong>Cardiovascular Interventions &amp; Pharmacology</strong></td>
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<td>March 2 &amp;</td>
<td>Sepsis &amp; Shock</td>
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<td>March 3</td>
<td>Supportive technology for the patient in circulatory collapse and controversy over use in futile care.</td>
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<td>Week 8:</td>
<td><strong>TEST 55 points</strong></td>
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<td>March 9 &amp;</td>
<td>Test Review (Cardiac)</td>
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<td>March 10</td>
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<td>Week 9:</td>
<td>March 16 &amp; March 17</td>
<td>Spring Break University Closed</td>
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<td>Week 10:</td>
<td>March 23 &amp; March 24</td>
<td>ENDOCRINE Presentations Addison’s Crisis Diabetic Ketoacidosis HHNK Technology revolutionizing the management of diabetes Presentations on nursing issue with focus on technology and societal impact/ethical issues associated with utilization Review Chapters 48, 49, 50 Required Reading: 1176-1180, 1211-1214.</td>
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<td>Week 11:</td>
<td>March 30 &amp; March 31</td>
<td>RENAL Pituitary Tumor SIADH and DI Diagnostic Studies Pyelonephritis Diagnostic and surgical procedures to manage these conditions Acute Nephrotic Syndrome Dialysis/CRRT Renal Trauma Cancers AKI/ARF Rhabdomyolysis Review Chapters 48, 50 Focused Readings: 289-291, 1137-1139, 1147t-1148t, 1190-1195. Review Chapters 46, 47 1075-1076, 1081-1082, 1084-1086, 1101-1107, 1114-1115, 1117-1124, Additional articles may be assigned</td>
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<td>Week 12:</td>
<td>April 6 &amp; April 7</td>
<td>TEST 60 points Test Review Renal/Endo Fluid and Electrolytes/Acid Base Balance Review Chapter: 17</td>
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<td>Week 13:</td>
<td>April 13 &amp; April 14</td>
<td>Cerebral Dynamics, Head Injury, Increased Intracranial Pressure Con’t Cerebral Dynamics, Head Injury, Increased Intracranial Pressure Review Chapter: 17, 56 &amp; 57 Required reading: 1341-1342, 1352-1354, 1356-1375, 1379-1381, 1425-1445. ATI Module: NEURO</td>
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<td>Week 15:</td>
<td>April 27 &amp; April 28</td>
<td>Gastrointestinal TEST 65 points Test Review (Neuro) Review Chapters: 43, 44</td>
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| Week 16  | May 4 & May 5 | Cancer | GI Bleed – devices to slow or stop acute upper GI bleeds  
Acute Liver Failure  
TIPS  
Bariatric Surgery  
Nutrition Adjuncts  
Melanoma  
Adenocarcinoma  
Liver Cancer  
Pancreatic Cancer  
Chemotherapy complications | Chapter: 41,42, 44  
Focus pgs: 916-921, 925, 954-957, 1017-1027.  
**ATI Module:** Gastrointestinal  
**Guest Lecture: Christina Alsop**  
Review chapter 16  
May 11 & May 12 | **TEST 70 points**  
Wrap-up |