
COURSE PREFIX NO.: NUR 159
COURSE TITLE: NURSING CARE MANAGEMENT II
LECTURE HOURS /WEEK: 4.0
LAB HOURS /WEEK: 6.0
CREDIT HOURS /SEMESTER: 6.0

[Distance Learning Attendance/VA Statement](#)
[Textbook Information](#)

COURSE DESCRIPTION:

This course focuses on the delivery of nursing care to an increasing number of individuals experiencing health problems emphasizing selected physiological systems.

STUDENT LEARNING OUTCOMES:

The student will be able to function in the role of provider of care for clients across the lifespan with common health care problems. The student will be able to demonstrate management of care for clients across the lifespan with common health care problems. The student, as a member within the discipline of nursing, will be able to apply legal and ethical principles to the care of clients across the lifespan with common problems.

The student will be able to function in the roles of provider of care, manager of care and member within the discipline of nursing by the completion of NUR 159 and will:

Module 1: Diabetes Mellitus, The Cardiovascular System, Hypertension and Vascular Disorders

1. Interpret, with supervision, collected data based on functional health patterns for selected clients across the lifespan.
2. Interpret, with supervision, collected data based on the nursing process when providing care to selected clients across the lifespan with common health problems.
3. Interpret, with supervision, therapeutic communication techniques to facilitate collaboration with selected clients and members of the health care discipline.
4. Interpret, with supervision, safe care for selected clients across the lifespan.
5. Interpret, with supervision, legal and ethical principles when providing nursing care.
6. Interpret, with supervision, normal development and pathophysiology of selected clients.
7. Interpret, with supervision, principles of pharmacology and medication administration while providing care for selected clients across the lifespan.

Module 2: Pediatric Respiratory Problems, Male Reproductive Problems, and Renal and Urologic Problems

1. Interpret, with supervision, collected data based on functional health patterns for selected clients across the lifespan.
2. Interpret, with supervision, collected data based on the nursing process when providing care to selected clients across the lifespan with common health problems.

3. Interpret, with supervision, therapeutic communication techniques to facilitate collaboration with selected clients and members of the health care discipline.
4. Interpret, with supervision, safe care for selected clients across the lifespan.
5. Interpret, with supervision, legal and ethical principles when providing nursing care.
6. Interpret, with supervision, normal development and pathophysiology of selected clients.
7. Interpret, with supervision, principles of pharmacology and medication administration while providing care for selected clients across the lifespan.

Module 3: Cancer, Upper Gastrointestinal Problems (Adult and Pediatric) and Lower Gastrointestinal Problems (Adult and Pediatric)

1. Interpret, with supervision, collected data based on functional health patterns for selected clients across the lifespan.
2. Interpret, with supervision, collected data based on the nursing process when providing care to selected clients across the lifespan with common health problems.
3. Interpret, with supervision, therapeutic communication techniques to facilitate collaboration with selected clients and members of the health care discipline.
4. Interpret, with supervision, critical thinking strategies when providing care for clients with common health care problems.
5. Interpret, with supervision, cultural differences in a diverse population.
6. Interpret, with supervision, health promotion practices for self and clients with common health problems.
7. Interpret, with supervision, legal and ethical principles when providing nursing care.
8. Interpret, with supervision, normal development and pathophysiology of selected clients.
9. Interpret, with supervision, principles of pharmacology and medication administration while providing care for selected clients across the lifespan.

Module 4: Hypovolemic Shock and Musculoskeletal Problems (Adult and Pediatric)

1. Interpret, with supervision, collected data based on functional health patterns for selected clients across the lifespan.
2. Interpret, with supervision, collected data based on the nursing process when providing care to selected clients across the lifespan with common health problems.
3. Interpret, with supervision, therapeutic communication techniques to facilitate collaboration with selected clients and members of the health care discipline.
4. Interpret, with supervision, critical thinking strategies when providing care for clients with common health care problems.
5. Interpret, with supervision, cultural differences in a diverse population.
6. Interpret, with supervision, health promotion practices for self and clients with common health problems.
7. Interpret, with supervision, legal and ethical principles when providing nursing care.
8. Interpret, with supervision, normal development and pathophysiology of selected clients.
9. Interpret, with supervision, principles of pharmacology and medication administration while providing care for selected clients across the lifespan.

METHODS OF INSTRUCTION

A variety of teaching methods may include CD instruction, learning management system, assigned reading, audiovisuals and computer lab experience, handouts, written assignments, discussion, clinical client care experiences and observations, clinical group conferences, individual conferences, study guides/learning exercises.

Students are required to access the learning management system enhanced class throughout the semester and are responsible for all information posted.

LEARNING RESOURCES COMPONENT

As a future member within the discipline of nursing, the student is expected to assume responsibility for learning. Faculty encourage and expect students to utilize critical thinking resources that will help develop this attribute. Pertinent resources could include nursing journals, online resources, selected videos, and supplemental texts.

All work submitted electronically must be saved and sent in Microsoft Word or in rich text format.

COMPUTER REQUIREMENTS

Content for NUR 159 may be delivered online. Students will communicate with the instructors and each other via the learning management system. The student must have Internet Explorer 5.0 or later and a CD ROM with a sound card to be able to use this technology. Appropriate [Netiquette \(Internet Etiquette\)](http://etc.yorktech.com/DistanceLearning/Netiquette/index.html) is required for all communication on the learning management system. Netiquette information is found at <http://etc.yorktech.com/DistanceLearning/Netiquette/index.html>.

MINIMAL STANDARDS

The student will demonstrate student learning outcomes as stated in the syllabus. Student evaluation for the course includes a graded theory component. A student must achieve 80% in the theory component and a satisfactory rating in the clinical component in order to successfully complete the course. An average grade below 80% in the theory component constitutes failure of the course regardless of the clinical rating.

A grade of satisfactory/unsatisfactory will be given for the clinical performance component. The clinical component for the course will also include a drug dose competency test. The student must pass the competency test with at least a 90%. The competency test will be given on the first clinical lab day. If the student does not achieve at least a 90% on the first exam, he/she will have 2 remaining attempts to pass a similar exam. If after the 3rd attempt the student has not passed the exam with a 90%, the student will receive a failing grade in the clinical component of the course and will therefore fail NUR 159. A final grade of satisfactory is required for the clinical performance component of the course.

A student must achieve an 80% in the theory component **AND** a satisfactory rating in the clinical component (drug dose competency + clinical performance evaluation) in order to successfully complete the course.

1. Completion of four module exams and a comprehensive final are required to complete the course. A drug dose competency exam will be given on the first clinical lab day. Only school provided calculators will be used for the exam. All exams must be taken on the scheduled date. In the event an exam is missed, the student will take a comparable make-up exam on the date designated at the end of the semester. The make-up theory exam may be of an alternate format and contain fewer questions than the original exam.
2. Completion of a typed paper for the observational clinical experience is required by the designated due date. This includes how the objectives were met and the value of the learning experience. Proper grammar, spelling, sentence structure, and APA format must be used. This is a requirement for satisfactory completion of the clinical component of the course.

3. Students will submit a weekly journal to their clinical instructor regarding their own health promotion/self care goals. This is a requirement for satisfactory completion of the clinical component of the course.
4. Students must be prepared to provide client care when they report for clinical experience.
 - a. Students are expected to meet clinical expectations as stated in the clinical evaluation tool.
 - b. Students must be prepared to provide nursing care when they arrive for their clinical experience.
 - c. Students will be held responsible and accountable for all content and skills previously learned.
 - d. Students must be able to complete satisfactory care plans and care maps in order to pass the clinical portion of the course. After the care plan/care map requirement is met, students will complete a preparation sheet for their assigned client each week.
5. Students are expected to adhere to institutional policies. This includes policies of the nursing program and policies related to the clinical agencies utilized for clinical experience.
6. Nursing faculty strongly encourage students to spend study time utilizing the resources in the Academic Success Center and the library to supplement textbook and classroom activities.
7. Students are expected to take all exams on the scheduled day. There will be one make-up day at the end of the semester for missed unit exams. The make-up exam may be of an alternate format. Students who are tardy for tests will be required to take the test on the makeup day.
8. At the completion of the course, each student is expected to turn in a self-evaluation to his/her clinical instructor.
9. A community service requirement must be satisfied in order to complete the course.

EVALUATION STRATEGIES/GRADING

A. Theory Component

Achievement in theory will be measured by four module examinations and a comprehensive final.

DETERMINATION OF GRADE

A	91 -100	Average score four module exams	75%
B	86 - 90	Comprehensive final exam	20%
C	80 – 85	Pretests/quizzes	<u>5%</u>
D	70 – 79		
F	Below 69		100%

Any student who has an average module score of 91% or above and has taken all exams on the scheduled dates (no make-up exams), will qualify to earn an A in the course prior to taking the final exam. All students are required to take the final exam.

Grades from the exam are calculated from the scantron. Grades are not calculated from the test booklet. The graded scantron will not indicate the answers missed. The *Class Response Report* will be used to grade the scantrons. If the student has a question about a test grade, the instructor will review the *Class Response Report* with the student.

Proctoring Exams: Students must be in their seats at the designated exam time. Students who are tardy for any exam will be required to take the exam on the make-up day.

Students are expected to leave all books, notes, and personal belongings at the front of the room during each exam and exam review. Only pencils will be allowed during the exam. Instructors will circulate within the room while the exam is being taken and reviewed. Only calculators provided by the schools will be allowed for drug dosage computations on NUR 159 exams.

Exam Review Policy: Exams will be reviewed as scheduled. Students may review each exam at the designated time only. Exam grades will be posted on the course's learning management system grading section no later than 7 days after the exam has been given. Once the next exam is given, the student may no longer review previous exams.

B. Clinical Component

Evaluation of clinical performance will be measured by utilizing the evaluation tool developed for NUR 159. The students are expected to familiarize themselves with the evaluation criteria prior to entering clinical. Identified behaviors will be measured by the clinical instructors through observation of actual clinical performance and documentation of findings. A summative evaluation of performance will be done on a weekly basis with written and/or verbal feedback provided to the student. A summarized evaluation of clinical performance will be completed at the end of the semester. The student is expected to sign each instructor note and promptly return the evaluation tool to the instructor.

The grading scale on the clinical evaluation tool will consist of "Exceeds Expectations" (E), "Satisfactory" (S), "Needs Improvement" (N), and "Unsatisfactory" (U). A student receiving three Unsatisfactory clinical ratings during the course will fail the entire course. The student is encouraged to request conferences with the instructor as needed to facilitate acquisition of clinical competence. Within 5 days, the instructor will initiate a required conference with the student who received a clinical "U" to discuss behaviors that resulted in the "U" and to provide guidance and recommendations to be followed by the student. This conference will be documented by the instructor and the student. If a student receives three (3) U's in one semester, the student will not be allowed to continue in that course and will receive a grade of "F" for the course.

A summative evaluation of clinical performance, using the Evaluation of Clinical Performance Tool, will be completed at the end of each semester. A copy of this evaluation form is included in this syllabus. A scheduled conference may be held at any time at the request of the student or the instructor to discuss clinical progress.

A summative clinical performance evaluation of Unsatisfactory constitutes failure of the course, regardless of the theory grade.

Material regarding clients may not be photocopied or printed while in the clinical facility. Students may make their own client notes without using the client's name/initials while doing clinical preparation.

Students are expected to turn in papers, care plans, journals, and other assignments on the designated day unless other arrangements are made. All clinical assignments will require a satisfactory grade in order to pass the clinical component. The clinical schedule may be altered by the faculty to better meet the student's clinical learning needs.

ATTENDANCE

In order to meet the objectives of class and clinical and to promote professional accountability, the following requirements for attendance will be enforced:

- Students must attend 90% of all scheduled classes. Students who are tardy for scheduled classes will not be allowed to interrupt the class. Students may enter the classroom at the first break.
- Student must attend 100% of all clinical activities.
- Absence from a clinical assignment without notifying the instructor prior to the start of the clinical day will result in a clinical grade of Unsatisfactory.
- Students who are tardy for any scheduled examination will be required to take the examination on the make-up day.
- The clinical attendance policy is written on the front page of the clinical evaluation tool. This will be reviewed and must be signed by the student prior to the initial clinical experience.

Clinical Tardiness: Tardiness is defined as arriving at a clinical or agency site after the assigned start time. A clinical "N" will be assigned for the first two clinical tardies. A third tardy and all subsequent tardies will constitute a clinical "U." Instructor discretion will determine if a student will be allowed to remain in the clinical area. Documentation of a clinical "U" is to be signed by the clinical instructor and the student.

ACADEMIC INTEGRITY

Any student found guilty of cheating, dishonesty or plagiarism will be given a grade of "0" on an exam or written work and will be subject to further disciplinary action. Plagiarism refers to "The act of appropriating the literary composition of another, on parts or passage of his writings, on the ideas or language of the same, and passing them off as the product of one's own mind." (Black's Law Dictionary, 4th edition)

Any breach of client confidentiality will result in a clinical failure.

Students will be expected to sign their signature at the end of each exam that states they have maintained academic integrity.

ENTRY-LEVEL SKILLS: See evaluation tool

PREREQUISITES: COL 101; ENG 101; BIO 210, NUR 104; NUR 206; NUR 106

CO-REQUISITES: BIO 211, PSY 201

Disabilities Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Offices (SR) at 803-327-8007 in the 300 area of Student Services. The SRO coordinates reasonable accommodations for students with documented disabilities.