1. **COURSE TITLE\*:** Nursing Concepts IV: Complex and Higher Acuity Conditions
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** NRSG 2600
3. **PREREQUISITE(S)\*:** BIOL 1510, BIOL 1511, BIOL 1520, BIOL 1521, BIOL 2300, BIOL 2301, ENGL 1101, ENGL 1102, MATH 1135, NRSG 1200, NRSG 1300, NRSG 1500, NRSG 1600, NRSG 2300, NRSG 2500, NRSG 2700, PSYC 1111, and SOCI 1170

**COREQUISITE(S)\*:** NRSG 1107, NRSG 2400 and NRSG 2800

1. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
2. **CREDIT HOURS\*:** 4 **LECTURE HOURS\*:** 2 (25 clock hours)

**LABORATORY HOURS\*:** 0.25(9.38 clock hours)

**OBSERVATION HOURS\*:** 0

**CLINICAL HOURS:** 1.75 (65.63 clock hours)

**TOTAL LAB/CLINICAL HOURS:** 2 (75.01 clock hours)

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is designed to promote the development of clinical judgment in the student nurse that can then be applied to the nursing care of those with acute and complex health conditions in an acute care setting. Learning assignments are provided to foster the ability to recognize priorities of patient care for each individual patient and to prepare the student for nursing practice.

1. **LEARNING OUTCOMES\*:**

The learner will:

1. Prioritize nursing care based on patient needs while taking into consideration patient preferences and cultural influences.
2. Integrate comprehensive feedback to improve performance.
3. Create a professional identity that includes the provision of quality patient care predicated on the use of clinical judgement.
4. Integrate best evidence with clinical expertise and patient preferences to provide optimal care for patients with acute and complex needs.
5. Appraise the quality of health care delivery and safety of the clinical environment.
6. Use information and communicate technologies and informatics processing to deliver safe nursing care.
7. Interact effectively with patients and families with nursing and interprofessional teams to foster communication, mutual respect, and shared decision-making.
8. Analyze the internal & external system processes that impact care coordination & transition of care.

1. **ADOPTED TEXT(S)\*:**

Ignatavicius, D.D., & Workman, M.L. (2021). *Medical-surgical nursing: Concepts for interprofessional collaborative care* (10h), St. Louis: Elsevier. ISBN: 9780323654050

(Included in program package if purchased previously)

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM) \*\***

Required learning resources from program eBook package may be utilized. Elsevier’s Nursing Concepts Online 2.0. Desktop, laptop, or tablet running Windows 7 or later or Mac OSX 10.8 or later. Not all required software/online resources will work with Android or iOS. High speed internet must be accessible.

1. **GRADING SCALE\*\*\*:**

To satisfactorily complete this course, the student must achieve a grade of C or above

according to the following system:

93 – 100 = A

85 – 92.99 = B

80 – 84.99 = C

72 – 79.99 = D

0 – 71.99 = F

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

Knowledge is evaluated through performance evaluation of student’s ability to meet objectives related to the lecture component of course. Students will be informed of the specific evaluation tool and their respective values on the first day of class.

Lab and clinical practice is evaluated by student knowledge and application of that knowledge in the lab and clinical settings. Students are to demonstrate progress toward course objectives as evidenced by specific behaviors noted in the lab and clinical evaluation tools for this course.

A satisfactory must be achieved in all skills lab, simulation lab, and clinical objectives. An unsatisfactory will result in a grade of “F” for the course.

Standardized testing will be completed per policy.

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Exams  (5x16) | 800 | 80% |
| Final Exam | 200 | 20% |
| Total | 1000 | 100% |

All assigned course work including clinical and simulation must be completed satisfactorily to pass this course.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

Concept based education featuring exemplars to demonstrate concepts, reinforced with lecture, discussion, group activities, assignments, critical thinking exercises, skills and simulation laboratory exercises, course examinations, and clinical practice to optimize student learning. The instructor will demonstrate skills and students will be expected to return the demonstration. Competency evaluations will be utilized in the lab and clinical settings.

**14.** **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

***(Insert sample course outline with learning objectives tied to assignments / topics.)***

The instructor will incorporate the following concepts related to professional nursing practice throughout the course:

| **WEEKS** | **CONTENT** | **LEARNING OUTCOME#** |
| --- | --- | --- |
| 1 | Care Coordination | 1, 2, 3, 4, 5 |
| 2 | Clinical Judgment | 1, 2, 3, 4, 5 |
| 3, 4 | Gas Exchange/Acid-Base Balance | 1, 4, 6 |
| 5, 6 | Perfusion | 1, 4, 6 |
| 7, 8, 9 | Immunity; Inflammation; Infection | 1, 4, 6 |
| 10, 11 | Intercranial Regulation | 1, 4, 6 |
| 12 | Glucose Regulation | 1, 4, 6 |
| 13, 14, 15 | Elimination | 1, 4, 6 |

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:** None.

**16. FERPA: \***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS:** \*

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.