Title: Nursing 411 – Management of the Adult with Complex Health Alterations
Units: 3 Units

Prerequisite/Co-requisites: NURS 410L, Admission to pre-licensure pathway to the traditional or accelerated bachelor of science in nursing program; successful completion of NURS 321, 321L, 403, 403L, 404, 404L, 405, 405L, 406, 406L, 407, 407L; concurrent enrollment in NURS 411L; and/or consent of instructor.

Faculty:
Name: Dr. Deanna Jung, DNP, APRN, AGACNP-BC, ACCNS-AG
Office: EC-676
Phone: 657-278-3336
E-mail: dejung@fullerton.edu (preferred method of communication)
Office hours: By appointment

Course Description:
Provides nursing theory for the care of adult and older adult clients with complex health alterations; includes diagnostic and therapeutic nursing interventions relevant to advanced medical-surgical health alterations. Emphasizes the nursing process and critical thinking to manage and coordinate care.

Course Objectives:
Upon completion of the course, the student will be able to:

1. Identify client variables including: health status, age and developmental level, gender, lifestyle, dietary habits, environment, and culture to consider when caring for adult and older adult clients with acute and chronic health problems.
2. Demonstrate in-depth knowledge of pathophysiologic processes, disease management and health promotion in adults and older adults with complex and critical health alterations.
3. Interpret and synthesize symptoms, diagnostic studies, drug therapy, and treatment related to complex and critical health care needs seen in adult and older adult clients.
4. Discuss nursing care to promote, maintain, and restore health of adult and older adult clients experiencing complex and critical health alterations.
5. Integrate critical thinking skills with the nursing process for care of the adult and older adult clients experiencing complex and critical health alterations.
6. Apply nursing research and related literature as it relates to critical care concepts and content discussed in class.
7. Analyze ethical issues that arise when caring for adult and older adults clients with complex and critical health care alterations.

Required Textbooks:

Online resources available with the purchase of the textbook. (You need to register for these services at [Link to Pearson Education](#).

**Recommended Textbooks:**

**Content Outline:**
1. Introduction to critical care
   1.1. Critical care setting
   1.2. Multidisciplinary care team & interdisciplinary practice
   1.3. Healthcare & nursing informatics
   1.4. Critical care nursing; American Association of Critical Care Nursing (AACN)
   1.5. Introduction to ethical issues
   1.6. Care of the critically ill patient/family
   1.7. Care of the critically ill older adult
2. Pulmonary concepts and alterations
   2.1. Acute lung injury
   2.2. Respiratory failure
   2.3. Sedation
   2.4. Delirium
3. Cardiovascular concepts and alterations
   3.1. Interpretation and management of basic dysrhythmias
   3.2. Cardiodynamics and hemodynamic regulation
   3.3. Heart failure [right sided, left sided, pulmonary edema]
   3.4. Acute coronary syndromes [unstable angina, NSTEMI, STEMI]
   3.5. Cardiogenic shock
   3.6. Cardiomyopathy; genetics & genomics; informatics
4. Neurological concepts and alterations
   4.1. Care of the patient with acute ischemic stroke
   4.2. Transient ischemic attack
   4.3. Intracranial hemorrhage
   4.4. Subarachnoid hemorrhage
   4.5. Cerebral perfusion pressure (CPP); intracranial hypertension; interventions
5. Endocrine concepts and alterations
   5.1. Diabetic ketoacidosis (DKA)
   5.2. Hyperglycemic hyperosmolar nonketotic syndrome (HHNS)
   5.3. Syndrome of inappropriate antidiuretic hormone (SIADH)
   5.4. Diabetes insipitus (DI)
6. Gastrointestinal concepts and alterations
   6.1. Acute liver failure
   6.2. Acute necrotizing pancreatitis
   6.3. Gastrointestinal bleeding
7. Renal concepts and alterations
   7.1. Acute kidney injury
   7.2. Renal replacement therapies
   7.3. Organ donation and transplantation-kidney transplant
8. Psychosocial alterations and professional practice issues in critical care
   8.1. Posttraumatic stress syndrome
      8.1.1. Caring for veterans
      8.1.2. ICU patient survivors/family
   8.2. Ethical and legal issues
   8.3. End-of-life care; withdrawal from life support
9. Multisystem alterations: Distributive shock
   9.1. Sepsis/SIRS, severe sepsis, septic shock, MODS
   9.2. Anaphylactic shock
   9.3. Neurogenic shock
   9.4. Disseminated intravascular coagulation (DIC)
10. Multisystem alterations: Trauma
    10.1. Trauma-blunt force, penetrating, MVC, falls, other
    10.2. Trauma care-field, Emergency Department, Critical Care
    10.3. Trauma in the older adult
    10.4. Hypovolemic shock-hemorrhage

**Methodology:**
This course uses the TITANium online learning platform. All content will appear in modules. A variety of learning activities and assessments will assist the student in meeting the course objectives. They include but are not limited to pre-class lessons and online learning resources, team-based learning, information sharing, quizzes, case studies (clinical and ethical issues), lecture, and classroom instruction.

**Evaluation:**

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Percent of Grade</th>
<th>Maximum Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medication calculation exam</td>
<td>0</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Learning assessments (quizzes, case studies)</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 1 Methods of Assessment for N 411*
Grading Policies:
School of Nursing Policy for the Undergraduate Program states that there are no extra credit options. No grades are rounded up. A grade of “C” (75) or better is required to pass this course. Any grade that falls below a “C” will not be acceptable for credit and the student will need to repeat the course. This may interrupt the progression of study toward graduation. This course cannot be taken for graduate credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A +</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>95-97.9</td>
</tr>
<tr>
<td>A-</td>
<td>92-94.9</td>
</tr>
<tr>
<td>B +</td>
<td>89-91.9</td>
</tr>
<tr>
<td>B</td>
<td>86-88.9</td>
</tr>
<tr>
<td>B-</td>
<td>83-85.9</td>
</tr>
<tr>
<td>C+</td>
<td>79-82.9</td>
</tr>
<tr>
<td>C</td>
<td>75-78.9</td>
</tr>
<tr>
<td>C-</td>
<td>73-74.9</td>
</tr>
<tr>
<td>D+</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D-</td>
<td>65-66.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
</tr>
</tbody>
</table>

Table 2 Grading Scale for N411

Make-up policy
All assignments are due on the date posted. Late assignments will be downgraded half a letter grade for each unauthorized day unless otherwise arranged with the instructor prior to the due date.

Attendance:
Face to face
Regular preparation, attendance, and participation are prerequisites to effective learning. Should you miss class, you remain responsible for learning course material presented during your absence. The faculty members believe that attendance in all nursing courses is conducive to the learning of each student. The learning that results from the interaction and sharing with other students is an important and integrative aspect of the learning process. For selected courses, group interaction is an integral part of the course. Therefore, the school policy is that attendance is required for at least 90% of the laboratory/clinical courses. If attendance falls below the standard, the course grade will be lowered proportionately.

Emergency Preparedness:
The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency, please adhere to the guidelines from the CSUF Emergency Preparedness website
Students with Disabilities:
The University requires students with disabilities to register within the first week of classes with the Office of Disability Support Services (DSS), located in UH-101 and at (657) 278 –3117 in order to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

Academic Dishonesty:
Academic dishonesty will not be tolerated. The University Catalog and the Class Schedule provide a detailed description of Academic Dishonesty under ‘University Regulations.’ The following is a short summary. Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one’s own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations in prohibited. This course uses the Turnitin website.

Full details of CSUF policy on academic dishonesty

Standards for Written Work:
Any time that someone else’s words or ideas are used without giving credit, it is considered plagiarism, whether it is intentional or not.

Differences between direct and indirect quotes:
- Direct quotes: include the exact wording from the source
- Indirect quotes: summarize or paraphrase the content from the source.
Punctuation requirements: *all* word for word quotations *must* be placed in quotation marks.

Exception to the rule: common knowledge-- if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g. Washington D.C. is the capital of the U.S.) do not need citation, even if they had to be looked up. Always cite using APA format (6th ed.) for all written work.

**Value of Team Building Work:**
Membership and participation in groups is not only inevitable, it is essential. Human beings have always been people who come together in groups to live, work, and govern. The ability to work effectively with others in groups is highly valued by the faculty, and it is one of the key characteristics sought after by employers! The profession of nursing and our public value group work and emphasize the importance of nurses collaborating with other health professionals to meet healthcare needs.

The California State University Fullerton BSN Program Outcomes emphasize the importance of transdisciplinary communication and collaboration and expect students to be **competent in leading and working collaboratively in groups.**

**Policy on Civility:**
As members of the Cal State University Fullerton community, we are committed to ensuring an environment where learning and the creation and dissemination of knowledge are foundational goals and where freedom of speech and expression is viewed as an essential characteristic of a community of scholars.

To reach these goals it is imperative that we foster a climate where civility is valued, appreciated, and expected and where all members of the community are treated with dignity, respect and care.

Tape recorders, laptop computers, tablets are allowed at the discretion of the faculty. Cell phones must be turned off during the scheduled class, unless being used for a class activity. Texting is not permitted. All papers and course-related documents must be stored prior to testing.

**Everyone is treated with respect.** The University policy on civility is described at: [CSUF policy on civility](#)

**Policy on Social Media Network Guidelines and Policy:**
Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses who are part of a profession that encourages compassion and connection to others. **Lack of adherence to these guidelines could be cause for immediate dismissal from the SON.** See BSN Handbook for complete policy.

[CSUF Policy on Social media best practices](#)

**Appropriate Online Behavior:**
See [Netiquette guidelines](#)
Writing in large font is not acceptable
Technology Requirements & Information:

Students are required to have access to the Internet. A personal email account is provided by the University and MUST be used by the student. Students are expected to have basic word processing skills, use TITANium, be able to navigate the internet, and meet the minimum hardware and software requirements.

Please find the most up-to-date technology information on the CSUF Nursing website:

For technical issues please contact the, CSUF Student Help Desk 657-278-7777
School of Nursing TITANium assistance is available from the Course Manager 657-278-5177
In the event of TITANium technical issues, please send your assignment to your course faculty via email.
Please note: Students who do not use their university email account will miss important information.

Office Hours/Contact:

Email is a quick way to contact your on-line instructor. You can expect a response within 48 hours or less. Assignments are graded and returned within a two-week turn-around time. As assignments are graded, they will be returned to the student through the TITANium Grade Center or via email. Students are advised to check their grades periodically in the Grade Center to track their progress. Feedback may be provided through email communications.

Course Schedule:

Table 3 Weekly Schedule

<p>| WEEKLY SCHEDULE |
|------------------|------------------|------------------|
| Week | Date           | Content /Topic                                                                                    | Learning Activities |
| 2    | September 1    | Medication dose calculation exam Pulmonary concepts and alterations: Acute lung injury, sedation, and delirium [2.1-2.4] | Read Perrin &amp; MacLeod chapter 3; view author PowerPoint slides. Complete lesson plan 2 prior to class. Learning assessment-1 |
| 3    | September 8    | CV concepts and alterations: Interpretation and management of | Read Perrin &amp; MacLeod chapters 4; view author PowerPoint slides. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 4 | September 15 | basic dysrhythmias [3.1]  
  |   | Complete lesson plan 3 prior to class. |
| 5 | September 22 |   |
|   |   | CV concepts and alterations: Acute coronary syndromes-unstable angina (USA), non-ST segment myocardial infarction (NSTEMI), ST segment myocardial infarction (STEMI) [3.4]. Cardiogenic shock [3.5].  
  |   | Read Perrin & MacLeod chapters 6 & chapter 8 (pp. 193-195); view author PowerPoint slides.  
  |   | Complete lesson plan 5 prior to class. |
| 6 | September 29 |   |
|   |   | CV concepts and alterations: Cardiomyopathy; genetics & genomics [3.6]. Informatics.  
  |   | Read cardiomyopathy articles.  
  |   | Read informatics articles.  
  |   | Complete lesson plan 6 prior to class. |
| 7 | October 6 |   |
|   |   | Exam 1. Scantron form # ParSCORE F-1712-PAR-L (big red form)  
  |   | Read Perrin & MacLeod chapters 10 & 11; view author PowerPoint slides.  
  |   | Complete lesson plan 7 prior to class  
  |   | Learning assessment-2 |
| 8 | October 13 |   |
|   |   | Neurological concepts and alterations: Stroke, Cerebral perfusion pressure (CPP); intracranial hypertension; interventions [4.1-4.5]  
  |   | Read Perrin & MacLeod chapter 8 (pp. 188-193), 14; view author PowerPoint slides.  
  |   | Print and bring fluid volume concept tool.  
  |   | Complete lesson plan 8 prior to class  
  |   | Learning assessment-3 |
| 9 | October 20 |   |
|   |   | Fluid volume concepts Part 1: Endocrine concepts and alterations: Diabetic ketoacidosis (DKA), hyperglycemic hyperosmolar nonketotic syndrome (HHNS), syndrome of inappropriate antidiuretic hormone (SIADH), diabetes insipitus [5.1-5.4]  
  |   | Read Perrin & MacLeod chapter 8 (pp. 188-193), 14; view author PowerPoint slides.  
  |   | Print and bring fluid volume concept tool.  
  |   | Complete lesson plan 8 prior to class  
  |   | Learning assessment-4 |
| 10 | October 27 |   |
|   |   | Fluid volume concepts Part 2: Gastrointestinal concepts and alterations: Acute liver failure, acute necrotizing pancreatitis, gastrointestinal bleeding [6.1-6.3]  
  |   | Read chapter 12 & 13; view author PowerPoint slides. Complete lesson 9 prior to class  
  |   | Learning assessment-4 |
| 11 | November 3 |   |
  |   | Read Butts (2013) chapter 7  
  |   | Read chapters 15 & 16 (pp. 424-434); view author PowerPoint slides.  
  |   | Complete lesson plan 11 prior to class. |
| 12 | November 10 | Veteran’s Day Holiday  
  |   | No class meeting  
  |   | No assignments or leaning activities. |
| 13 | November 17 | Psychosocial alterations & professional practice: Veterans PTSD, and ICU pt/family PTSD, ethical & legal issues, end-of-life care (EOL),  
  |   | Read Butts (2013) chapters 8 & 9  
  |   | Read Perrin & MacLeod chapter 19; view author PowerPoint slides.  
<p>|   | Read assigned articles. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 December 1</td>
<td>Multisystem alterations: Sepsis/SIRS, severe sepsis, septic shock, MODS [9.1]. Anaphylactic &amp; neurogenic shock; disseminated intravascular coagulation (DIC) Complete lesson plan 13 prior to class. <strong>In-class learning assessment-EOL (10 points)</strong></td>
</tr>
<tr>
<td>15 December 8</td>
<td>Multisystem alterations: Trauma Course Evaluations Read assigned articles. Complete lesson plan 15 prior to class.</td>
</tr>
<tr>
<td>16 December 15</td>
<td><strong>Exam 2-Final.</strong> Scantron form # ParSCORE F-1712-PAR-L Exam content Renal concepts &amp; Multisystem Alterations. Group Closure.</td>
</tr>
</tbody>
</table>