

**The University of Texas at Arlington**  
**College of Nursing**  
**NURS 5435 Acute Care Nursing I**  
**Fall 2014**

**Instructor(s):** **Mary Schira, PhD, RN, ACNP-BC**  
*Associate Professor*  
Office #: 604 Pickard Hall  
Office Hours: Tues. 1-3; Thurs. 2-4 & by appointment  
Office Phone: (817) 272-7337  
Email: [schira@uta.edu](mailto:schira@uta.edu)

**Monee Carter Griffin RN, MSN, ACNP-BC**  
*Clinical Instructor*  
Office #: 626 Pickard Hall  
Office Hours: By appointment  
Office Phone: 817-272-2776  
Email: [monee@uta.edu](mailto:monee@uta.edu)

**Sayda Major, RN, MSN, ACNP-BC**  
*Clinical Instructor*  
Office #: 626 Pickard Hall  
Office Hours: By appointment  
Office Phone: 817-272-2776  
Email: [major@uta.edu](mailto:major@uta.edu)

**Diane St. Pierre, RN, MSN, ACNP-BC**  
*Clinical Instructor*  
Office #: 626 Pickard Hall  
Office Hours: By appointment  
Office Phone: 817-272-2776  
Email: [stpierre@uta.edu](mailto:stpierre@uta.edu)

**Section Information:** N5435 Section 001; All Lab Sections

**Faculty Profile:** <https://www.uta.edu/mentis/public/#profile/profile/view/id/351/category/1>.

**Time and Place of Class Meetings:** Thursday, 4pm-8pm Room 223 Pickard Hall

**Description of Course Content:** Focus on advanced knowledge of medical-surgical nursing in adults with secondary and tertiary health care needs. Additional emphasis will be placed on the application of the nursing process and other models of clinical decision-making in the management of populations with selected acute medical-surgical conditions.

**Student Learning Outcomes:**

1. Practice theoretical and evidence-based care in managing the health care needs of patients and families with acute medical-surgical conditions.
2. Provide education and counseling to patients and families to restore health.

3. Collaborate with other health care professionals to promote continuity of care for acutely ill patients and families with acute health alterations.
4. Apply principles of ethics, culture, and spirituality in providing care to patients and families experiencing acute health alterations.
5. Implement the role of the Acute Care Nurse Practitioner in collaboration with other health care professionals in selected acute and specialty practice health care delivery systems.

### **Required Textbooks and Other Course Materials:**

1. American Association of Critical Care Nurses. (2012). *Scope and standards of practice for the acute care nurse practitioner* (2<sup>nd</sup> ed.). Aliso Viejo, CA, author.
  2. Godara, H., Hirbe, A., Nassif, M., Otepka, H., & Rosenstock, A. (Eds). (2010). *The Washington Manual of Medical Therapeutics*. (34<sup>th</sup> ed.). Philadelphia: Lippincott-Williams & Wilkins.
- OR**
- Ferri, F. (2010). *Practical Guide to the Care of the Medical Patient*. (8<sup>th</sup> ed) St. Louis: Mosby.
- OR**
- Sabatine, M. (2011). *Pocket Medicine: The Massachusetts General Hospital Handbook of Internal Medicine*. Philadelphia: Lippincott Williams & Williams.
3. Papadakis, M., McPhee, S., & Rabow, M. (Eds). (2014). *Current Medical Diagnosis and Treatment* (53rd ed.). New York: Lange/McGraw Hill. \*\*Please note – the 2015 edition will not publish until September – changes are generally minimal.

### **Supplemental:**

1. Seller, R. & Symons, A. (2012). *Differential Diagnosis of Common Complaints* (6th ed.). Philadelphia: Saunders.

### **Descriptions of major assignments and examinations with due dates:**

1. Out of class clinical assignments (arranged by student)
2. Multiple choice examinations (per course schedule)
3. Clinical Experience Patient Encounter Note (**Due November 6, 2014**)
4. Clinical practicum (**completed by Dec 4, 2014**)
5. Class participation

### **Didactic Content Evaluation**

1. Multiple choice exams (3) 60%

### **Clinical Evaluation**

1. Preceptor evaluation Credit
2. Clinical Experience Patient Encounter Note 20%  
**Due November 6, 2014. Late papers will be assigned a penalty.**  
\* See Grade sheet For Criteria

3. e-Log and Documentation Review Credit

4. Mid-clinical Site Visit At mid-point of clinical hours	Credit
5. Final Clinical Practicum <b>By Dec.4 , 2014</b>	20%

**Didactic = 60% overall grade**  
**Clinical = 40% overall grade**

Students are required to submit **1** copy of the Clinical Experience Patient Encounter Note. Papers must be submitted electronically **as a word document** to the assigned clinical faculty. Papers will be returned to the student with a grade and comments. Late written assignments will be assigned a penalty and may receive a grade of zero unless an exception is negotiated with the student's clinical faculty. Examinations will be taken on the assigned date or will receive a grade of zero. Exceptions for extenuating circumstances will be evaluated by the faculty.

**Attendance Policy:** Regular class attendance and participation is expected of all students. Students are responsible for all missed course information.

**Grading Policy:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

#### Course Grading Scale

A = 92 to 100  
 B = 83 to 91  
 C = 74 to 82  
 D = 68 to 73 – cannot progress  
 F = below 68 – cannot progress

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.  
<http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student's academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at <http://web.uta.edu/aao/fao/> . The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20146>

1. A student may not add a course after the end of late registration.

2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must:
  - (1) Contact course faculty to obtain permission to drop the course with a grade of “W”.
  - (2) Contact your graduate advisor to obtain the form and further instructions.

<p style="text-align: center;"><b>Census Day: September 8, 2014</b> <b>Last day to drop or withdraw: October 29, 2014</b></p>
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**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student's paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. **All students are assigned a MavMail account and are responsible for checking the inbox regularly.** There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

If you are unable to resolve your issue contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course.

UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

#### **Librarian to Contact:**

**Peace Williamson, Nursing Librarian**

Phone: (817) 272-7433

E-mail: [peace@uta.edu](mailto:peace@uta.edu)

Research Information on Nursing:

<http://libguides.uta.edu/nursing>

Library Home Page .....	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides .....	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians .....	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List.....	<a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>
Course Reserves.....	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Catalog .....	<a href="http://discover.uta.edu/">http://discover.uta.edu/</a>
E-Journals .....	<a href="http://liblink.uta.edu/UTALink/az">http://liblink.uta.edu/UTALink/az</a>
Library Tutorials .....	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus .....	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian .....	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

#### **Course Schedule. Will be verified first class meeting**

<b>August 28</b>	<b>Orientation to Acute Care Documentation in the Acute Care Environment</b>
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	<b>Meet with clinical group students</b>
<b>September 4</b>	<b>Fluid and Electrolytes – Part I</b>
<b>September 11</b>	<b>Fluid and Electrolytes – Part II</b> <b>Nutrition (available on Blackboard)</b>
<b>September 18</b>	<b>No Class</b>
<b>September 25</b>	<b>Exam I</b>
<b>October 2</b>	<b>Elder Issues – Acute Care Considerations</b> <b>Immune System Considerations; Fever; Cancer (available on Blackboard)</b>
<b>October 9</b>	<b>Coagulopathies</b>
<b>October 16</b>	<b>Hyper/Hypoglycemic States</b>
<b>October 23</b>	<b>Exam II</b>
<b>October 30</b>	<b>No on campus class (tentative)</b> <b>Pain Management (available on Blackboard)</b>
<b>November 6</b>	<b>Shock Syndromes/States; Sepsis</b>
<b>November 13</b>	<b>Antibiotics - Use in the Acute Care Environment</b>
<b>November 20</b>	<b>Exam III</b> <b>Post Exam Seminar – Acute Care NP Scope of Practice</b>
<b>November 27</b>	<b>No class – Thanksgiving Holiday</b>
<b>December 4</b>	<b>All course requirements completed</b>

*As the instructors for this course, we reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Mary Schira*

## UTA College of Nursing Additional Information:

**Clinical Evaluations:** Students must pass both the didactic and clinical portions of a clinical course in order to pass the course. In order to pass the clinical portion, the student must receive a passing grade (**minimum of 83%**) on the faculty evaluation of the student's clinical performance (Nurse Practitioner Clinical Evaluation). Students who fail a faculty evaluation have a one-time option to retake the practicum. A second faculty member will be present during the clinical performance retake. **If the student passes the clinical performance retake (minimum of 83%), the maximum grade the student can receive for the exam for purposes of grade calculation is 83%.** If the student fails the retake, the student will receive a grade of "F" for the course.

**Clinical Clearance:** All students must have current clinical clearance to legally perform clinical hours each semester. If your clinical clearance is not current, you will be unable to do clinical hours that are required for this course and this would result in course failure.

### **Student Requirement For Preceptor Agreements/Packets:**

1. Preceptor Agreements must be **signed and dated** by the student and the preceptor the first day the student attends clinical (may be signed on that day), scanned and emailed to [npclinicalclearance@uta.edu](mailto:npclinicalclearance@uta.edu).
2. **Student** is responsible to ensure that all of his/her preceptor agreements are signed and complete **including their student ID number (100xxxxxx) and course number** before beginning clinical experience and those agreements are scanned and emailed to Kim Hodges @ [npclinicalclearance@uta.edu](mailto:npclinicalclearance@uta.edu) or Janyth Arbeau at [arbeau@uta.edu](mailto:arbeau@uta.edu) by the third week of the semester. (For instance, if a student starts working with a particular preceptor late in the semester, he/she would contact that preceptor during the first 3 weeks of the semester.
3. If this is the first time a preceptor is precepting a graduate nursing student for The University of Texas at Arlington, please have him/her complete the Preceptor Biographical Data Sheet. If he/she is a returning preceptor have them fill out the phone number and email address section of the preceptor agreement.
4. The signed/completed preceptor agreement is part of the clinical clearance process. Failure to submit in a timely fashion will result in the inability to access the E-log system.
5. All communications to the NP Clinical Coordinator should be made to the following email address: [npclinicalclearance@uta.edu](mailto:npclinicalclearance@uta.edu). This includes scanned copies of preceptor agreements, preceptor evaluations of the student, and student evaluations of the preceptor.

**Additional Requirements – NURS 5435 Acute Care I: Students are required to PROVIDE A COPY of the Preceptor Agreement to their Clinical Faculty. In addition, students are required to provide their Clinical Faculty with a schedule of clinical practice dates. Any changes in dates must be communicated to the faculty as soon as the student makes a revision in the practice schedule.**

**Clinical E-Logs:** Students are required to enter all patient encounters into the E-Log system. E-Log is both a student learning opportunity and an evaluation method for clinical courses. Patient encounters include patients the student assesses, diagnoses, and manages as part of their clinical coursework. Individual clinical courses may have additional guidelines/requirements related to their specific course and will be noted in the course syllabus (e.g. types of encounter required, number of patients required during course).



Students can access their E-logs by entering their own unique E-logs username and password which will be accessible their first clinical semester. <http://totaldot.com/> The username consists of the student's first, middle, and last initials (in CAPS) with the last four digits of their student ID # (100xxxxxxx). Example: Abigail B. Cooper, 1000991234 is ABC1234. If the student does not have a middle initial, then only two initials will be used. The student's password is simply their last name. Example: Cooper (note first letter is a capital letter).

The student's E-Log data provides a description of the patients managed during the student's clinical experience, including the number of patients, diagnoses of patients, and the type of interventions initiated. As a result, E-Log data are an essential requirement of the student's clinical experience and are used to evaluate student clinical performance. The data are used to meet course requirements and to evaluate student clinical performance. Upon completion of the Program, students will receive an executive summary of their E-Log entries for their professional portfolio.

**Students are expected to enter information accurately so that (if needed) faculty may verify/validate the information provided. Falsifying and/or misrepresenting patient encounter data is considered academic dishonesty.**

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify Dr. Mary Schira, Associate Dean, Department of Advanced Practice Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**MSN Graduate Student Dress Code:** The University of Texas at Arlington College of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

**Please View the College of Nursing Student Dress Code on the nursing website:** <http://www.uta.edu/nursing/msn/msn-students> .

**UTA Student Identification:** MSN Students **MUST** be clearly identified as UTA Graduate Students and wear a UTA College of Nursing ID in the clinical environment.

**Unsafe Clinical Behaviors:** Students deemed unsafe or incompetent will fail the course and receive a course grade of "F". **Any of the following behaviors constitute a clinical failure:**

1. Fails to follow standards of professional practice as detailed by the Texas Nursing Practice Act \* (available at [www.bon.state.tx.us](http://www.bon.state.tx.us))
2. Unable to accept and/or act on constructive feedback.
3. Needs continuous, specific, and detailed supervision for the expected course performance.
4. Unable to implement advanced clinical behaviors required by the course.
5. Fails to complete required clinical assignments.
6. Falsifies clinical hours.

7. Violates student confidentiality agreement.

\*Students should also be aware that violation of the Nursing Practice Act is a “reportable offense” to the Texas Board of Nurse Examiners.

**Blood and Body Fluids Exposure:** A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at: <http://www.cdc.gov/>

**Confidentiality Agreement:** You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. Please do not sign other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

**Graduate Student Handbook:** Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/nursing/msn/msn-students>

**Student Code of Ethics:** The University of Texas at Arlington College of nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/nursing/msn/msn-students>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: [http://www.uta.edu/nursing/scholarship\\_list.php](http://www.uta.edu/nursing/scholarship_list.php) would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

**Writing Center:** The Writing Center provides the workshops below to help guide graduate students through the demands of writing at the graduate level. In order to sign up for workshops, students must register with the Writing Center at <http://uta.mywconline.com/>. Workshops are listed on the regular appointment schedule. If you experience any difficulty signing up for any of these, please call (817)272-2601 and one of our staff will be happy to assist.

All Workshops hosted by the Writing Center are held in 411 Central Library and are offered at 6 p.m. on Mondays, Tuesdays, Wednesdays or Thursdays. These are not recorded and are not available online.

### **Department of Advanced Practice Nursing**

<b>Mary Schira, PhD, RN, ACNP-BC</b> Associate Dean and Chair; Graduate Advisor Email: <a href="mailto:schira@uta.edu">schira@uta.edu</a>	<b>Rose Olivier, Administrative Assistant I</b> Office # 605-Pickard Hall, (817) 272-9517 Email: <a href="mailto:olivier@uta.edu">olivier@uta.edu</a>
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<p><b>Sheri Decker</b>, Assistant Graduate Advisor  Students: <b>A-J</b>  Office # 611-Pickard Hall, (817) 272-0829  Email: <a href="mailto:sdecker@uta.edu">sdecker@uta.edu</a></p>	<p><b>Janyth Arbeau</b>, Clinical Coordinator  Office # 610- Pickard Hall, (817) 272-0788  Email: <a href="mailto:Arbeau@uta.edu">Arbeau@uta.edu</a> or  <a href="mailto:npclinicalclearance@uta.edu">npclinicalclearance@uta.edu</a></p>
<p><b>Luena Wilson</b>, Graduate Advisor I  Students: <b>K-Z</b>  Office # 613-Pickard Hall, (817) 272- 4798  Email: <a href="mailto:lvwilson@uta.edu">lvwilson@uta.edu</a></p>	<p><b>Kimberly Hodges</b>, Support Specialist II  Office #612 Pickard Hall, (817) 272-9373  E-mail: <a href="mailto:khodges@uta.edu">khodges@uta.edu</a> or  <a href="mailto:npclinicalclearance@uta.edu">npclinicalclearance@uta.edu</a></p>
<p><b>Sonya Darr</b>, Support Specialist I  Office # 609-Pickard Hall, (817) 272-2043  Email: <a href="mailto:sdarr@uta.edu">sdarr@uta.edu</a></p>	<p><b>Timara Spivey</b>, Admissions Assistant  Office # 606, Pickard Hall (817) 272-4796  Email: <a href="mailto:tspivey@uta.edu">tspivey@uta.edu</a> or  <a href="mailto:npadmasst@exchange.uta.edu">npadmasst@exchange.uta.edu</a></p>

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

## **NURS 5435 - ACUTE CARE NURSE PRACTITIONER I**

### **CLINICAL OBJECTIVES**

1. Provide evidence of clinical skills in performing advanced health assessments to include:
  - a. collecting a complete health history
  - b. examining all body systems, with a focus on pathology
  - c. collecting additional data as needed (EKG, laboratory, radiologic)
  - d. making appropriate decisions regarding priority needs for episodic data collection (subjective and objective)
  - e. determining which problems/data collection can be deferred until later
  - f. making an appropriate and accurate assessment of client's health status (ruleouts, differential diagnoses, nursing diagnoses, etc.)
  - g. presenting pertinent data to preceptor in a succinct manner
  - h. presenting a cost-effective, clinically sound plan of care which may include:
    - 1) advanced nursing management
    - 2) medical intervention
    - 3) pharmacotherapeutics
    - 4) diagnostic testing
    - 5) teaching/counseling
    - 6) follow-up plan
  - i. discussing with preceptor personal strengths and needed areas of improvement
2. Demonstrate increasing evidence of ability to develop, implement and evaluate an appropriate management plan for common episodic acute health concerns for clients.
3. Demonstrate increasing evidence of ability to develop, implement and evaluate an appropriate plan for health maintenance and promotion of clients.
4. Demonstrate evidence of ability to integrate health promotion/disease prevention activities into client encounters.
5. Provide evidence of advanced nursing activities to promote and maintain health of individuals and families to promote self care.
6. Demonstrate ability to provide quality, culturally sensitive health care for individuals and families of diverse cultural and ethnic backgrounds.
7. Provide evidence of the ability to formulate and administer advanced nursing care and medical therapeutics in the acute care setting.
8. Integrate current research findings into the development and implementation of health care for individuals.
9. Continue personal development of the various roles of the nurse practitioner as evidenced by didactic and clinical work.

## NURS 5435 - ACUTE CARE NURSE PRACTITIONER I

### GUIDELINES FOR CLINICAL EXPERIENCES

1. **Clinical Objectives and Schedule:** Students are expected to discuss their clinical objectives with the preceptor and negotiate a clinical schedule. The students must provide a copy of their proposed clinical schedule to their clinical faculty advisor. If the student's schedule changes, the student is expected to **inform** the faculty member.
2. **Documentation of Care:** The student is expected to appropriately, thoroughly, and accurately document each client encounter on the client's health/medical record (i.e. SOAP notes, clinical summaries, etc.) unless facility policy prohibits. All entries made by the student in the client's record must be reviewed by the preceptor. Documentation will be cosigned by the preceptor.
3. Clinical Faculty will review student documentation during site visits and practicums. During the semester, the student will also provide samples for faculty review that are hand written or provided electronically as a document. Samples should include: 1 History and Physical OR Consult; 1 Progress Note; 1 Discharge Summary. If a sample of each is not applicable, the student should clarify the samples that will be provided to the clinical faculty for review and feedback. **The student MAY NOT remove nor send any actual patient documentation OR chart data from the practice site.**
4. **Invasive Procedures:** All invasive procedures performed by the student require direct supervision by the preceptor. Direct supervision means that the clinical preceptor is physically present in the patient's room.
5. **Site Visits:** The Acute Care Nurse Practitioner faculty will evaluate the student's clinical abilities at his/her clinical site and/or an appointed clinical site at regular intervals throughout the program. In some cases, the site visit may be conducted by telephone. The student should be prepared to conduct episodic/follow-up/consult visits with clients and have selected several clients before the faculty arrives at the facility.
6. **Preceptor Evaluations:** Preceptor evaluation of the student is required each semester and indicates the student's clinical performance **over time** as opposed to the site visit and/or practicum evaluation, which evaluates clinical performance on a limited number of clients. Evaluations must be obtained from those preceptors that spend more than 8 hours in clinical with the student. The student is encouraged to ask the preceptor to discuss the evaluation with them. The Preceptor's evaluation of the student may be given to the student or sent directly to the clinical faculty member.
7. **Clinical Experiences Journal/Portfolio:** A journal/portfolio (electronic) will be kept of all the student's clinical experiences throughout the NP program. The portfolio must include a copy of the preceptor agreement(s), e-log Student Clinical Report, e-log Student Census Report, and Clinical hour tally sheet. The clinical faculty will evaluate E-log entries via the E-log system.

## NURS 5435 - ACUTE CARE NURSE PRACTITIONER I

### CLINICAL EXPERIENCE PATIENT ENCOUNTER NOTE GRADESHEET

STUDENT: \_\_\_\_\_

GRADE: \_\_\_\_\_

DATE: \_\_\_\_\_

FACULTY: \_\_\_\_\_

Points

10 pts. Summary of patient presentation and hospital stay/illness/outpatient visit.

15 pts. Medical diagnoses and differential diagnoses formulated. Diagnoses are clinically appropriate and clearly relate to summary data. A brief rationale is included for diagnoses and differential diagnoses.

30 pts. Orders/Management plan cost-effective, clinically correct and includes blend of nursing and medical therapeutics. Considers diagnostic, therapeutic, patient/family education and/or support and follow up, transitions between levels of care or discharge planning. **Includes rationale for each step in plan.** All current aspects of therapy (whether the student is responsible for or not) should be included. **Rationale for plan is discussed in relationship to guidelines, protocols, and research noted in literature.**

35 pts. Pathophysiology of major diagnosis is discussed. **Pathophysiology is related to patient presentation and therapy decisions.** Pathophysiology should be in depth and include a discussion of cellular level components of disease and therapy.. Discusses effect of comorbid conditions (as appropriate).

10 pts. IV. Overall clarity of writing, neatness, organization, APA reference format.

**The University of Texas at Arlington College of Nursing  
Department of Advanced Practice Nursing  
N5435 Acute Care Nursing I Class Reading Assignments  
Fall 2014**

**\*Please note - Assigned readings not found in required texts or accessed on-line are available on eReserves with the library and for photocopy from Mary Schira (Pickard Hall Rm 604). Additional readings are encouraged for reference and further explanation.**

**Documentation in the Acute Care Environment**

Scordo, K. (2014). Differential diagnosis. Correctly putting the pieces of the puzzle together. *AACN Advanced Critical Care*, 25, 230-236.

**Management of Fluid and Electrolyte Imbalances**

Papadakis, McPhee, & Rabow (Include: fluid states, sodium, potassium, calcium, chloride, phosphorus, magnesium)

Arai, S., Stotts, N., & Puntillo, K. (2013). Thirst in critically ill patients: From physiology to sensation. *American Journal of Critical Care*, 22, 328-335.

Liamis, G., Liberopoulos, E., Barkas, F., & Elisaf, M. (2013). Spurious electrolyte disorders: A diagnostic challenge for clinicians. *American Journal of Nephrology*, 38, 50-57.

Pepin, J., & Shields, C. (2012). Advances in diagnosis and management of hypokalemic and hyperkalemic emergencies. *Emergency medicine Practice*, 14, (2), 1-18. Available at [www.ebmedicine.net](http://www.ebmedicine.net).

Pfennig, C., & Slovis, C. (2012) Sodium disorders in the emergency department: A review of hyponatremia and hypernatremia. *Emergency medicine Practice*, 14 (10), 1-18. Available at [www.ebmedicine.net](http://www.ebmedicine.net).

Zomp, A., & Alexander, E. (2012). Syndrome of inappropriate antidiuretic hormone and cerebral salt wasting in critically ill patients. *AACN Advanced Critical Care*, 23, 233-239.

**Nutrition**

Papadakis, McPhee, & Rabow

Hayes, G., McKinzie, B., Bullington, W., Cooper, T., & Pilch, N. (2011). Nutritional supplements in critical illness. *AACN Advanced Critical Care*, 22, 301-316.

Martindale, et al. (2009). Guidelines for the provision and assessment of nutritional support therapy in the adult critically ill patient. *Critical Care Medicine*. 37(5), 1-30. Available at [www.learnICU.org](http://www.learnICU.org).

**Elder Issues – Acute Care Considerations**

Papadakis, McPhee, & Rabow

Casey, C., Balas, M. (2011). Use of protocols in older intensive care unit patients: Is standardization appropriate? *AACN Advanced Critical Care*, 22, 150-160.

Peters, M. (2010). The older adult in the emergency department: Aging and atypical illness presentation. *Journal of Emergency Nursing*, 36, 29-34.

Scheetz, L. (2011). Life-threatening injuries in older adults. *AACN Advanced Critical Care*, 22, 128-139.

Wooten, J. (2012). Pharmacotherapy considerations in elderly adults. *Southern Medical Journal*, 105, 437-445.

Zagaria, M. (2012). Potentially inappropriate medications for seniors: Focus on the 2012 Beers Criteria. *The American Journal for Nurse Practitioners*, 16, (9/10), 26-27.

### **Immune System Considerations, Fever, Cancer**

Papadakis, McPhee, & Rabow (include Fever of Unknown Origin; Infections in Immunocompromised Patients).

Demshar, R., Vanek, R., & Mazanec, P. (2011). Oncologic emergencies. New decade, new perspectives. *AACN Advanced Critical care*, 22, 337-348.

Munro, N. (2014). Fever in acute and critical care. A diagnostic approach. *AACN Advanced Critical care*, 25, 237-248.

### **Coagulopathies**

Papadakis, McPhee, & Rabow

Alhazzani, W., Lim, W., Jaeschke, R., Murad, M., Cade, J., & Cook, D. (2013). Heparin thromboprophylaxis in medical-surgical critically ill patients: A systematic review and meta-analysis of randomized trials. *Critical Care Medicine*, 41, 2088-2098.

Classen, A., Chou, R., Humphrey, L., Starkey, M., & Schekelle, P. (2011). Venous thromboembolism prophylaxis in hospitalized patients: A clinical practice guideline from the American College of Physicians. *Annals of Internal medicine*, 155, 625-632. Available at: <http://annals.org/article.aspx?articleid=1033137>.

Guyatt, G., Aki, E., Crowther, M., Gutterman, D., & Schunemann, H. (2012). Antithrombotic therapy and prevention of thrombosis. 9<sup>th</sup> edition: American College of Chest Physicians evidence-based clinical practice guidelines. Available at: <http://www.chestnet.org>. Read the Guidelines specific to pharmacologic therapies and prevention of Venous thromboembolism. Include content related to Heparin Induced Thrombocytopenia.

Meguid, C. (2011). Best practice for deep vein thrombosis prophylaxis. *The Journal for Nurse Practitioners*, 7, 582-587.

Zagaria, M. (2012). Management of elevated INR secondary to Warfarin use: Challenges, recommendations, and resources. *The American Journal for Nurse Practitioners*, 16 (11/12), 16-18.

Web Resource: AnticoagulationHUB. [www.AnticoagulationHub.com](http://www.AnticoagulationHub.com).

### **Hyperglycemic/Hypoglycemic States**

Papadakis, McPhee, & Rabow

American Diabetes Association. (2010). Standards of medical care in diabetes – 2010. *Diabetes Care*, 33, S11-S61. Special attention to Section VIII. Diabetes care in the hospital. Available online [www.diabetesjournals.org](http://www.diabetesjournals.org).

Kitabchi, A. & Umpierrez, G. (2009). Hyperglycemic crises in adult patients with diabetes. *Diabetes Care*, 32, 1335-1343.

NICE-SUGAR Study Investigators. (2009). Intensive versus conventional glucose control in critically ill patients. *The New England Journal of Medicine*, 360, 1283-1297.

Pollock, F. & Funk, F. (2013). Acute diabetes management. Adult patients with hyperglycemic crises and hypoglycemia. *AACN Advanced Critical Care*, 24, 314-324.



Qaseem, A., Humphrey, L., Chou, R., Snow, V., & Shekelle, P. (2011). Use of intensive insulin therapy for the management of glycemic control in hospitalized patients: A clinical practice guideline from the American College of Physicians. Available at: [http://www.acponline.org/clinical\\_information/guidelines/guidelines](http://www.acponline.org/clinical_information/guidelines/guidelines).

Sanuth, B., Bidlencik, A., & Volk, A. (2014). Management of acute hyperglycemic emergencies: Focus on diabetic ketoacidosis. *AACN Advanced Critical Care*, 25, 197-202.

Umpierrez, G., et al. (2012). Management of hyperglycemia in hospitalized patients in non-critical care setting: An endocrine society clinical practice guideline. *Journal of Clinical Endocrinology & Metabolism*, 97 (1), 16-38. <http://jcem.endojournals.org>.

## **Pain Management**

Papadakis, McPhee, & Rabow

Barr, J., Fraser, G., Puntillo, K., Ely, W., Gelinas, C., Dasta, J., Davidson, J., et al. (2013). Clinical practice guidelines for the management of pain, agitation, and delirium in adult patients in the intensive care unit. *Critical Care medicine*, 41, 263-306.

Drew D., & St. Marie, B. (2011). Pain in critically ill patients with substance use disorder or long-term opioid use for chronic pain. *AACN Advanced Critical Care*, 22, 238-254.

Helms, J. & Barone, C. (2008). Physiology and Treatment of Pain. *Critical Care Nurse*, 28 (6), 38-49.

Wuhrman, E. & Cooney, M. (2011). Acute Pain: Assessment and treatment. *Topics in Advanced Practice Nursing eJournal*. Posted 1-03-2011.

## **Shock States**

Papadakis, McPhee, & Rabow

Bonanno, F. (2011). Clinical pathology of the shock syndromes. *Journal of Emergencies, Trauma, and Shock*, 4, 233-243.

Booker, E. (2011). Sepsis, severe sepsis, and septic shock: Current evidence for emergency department management. *Emergency Medicine Practice*, 13 (5), 1-23. [www.ebmedicine.net](http://www.ebmedicine.net).

Dellinger, R., Levy, M., Rhodes, A., Annane, D., Gerlach, H., Opal, S., et al. (2013). Surviving sepsis campaign: International guidelines for management of severe sepsis and septic shock: 2012. *Critical Care Medicine*, 41, 580-637. Available at <http://www.sccm.org/Documents/SSC-Guidelines.pdf>.

Hollenberg, S. (2011). Vasoactive drugs in circulatory shock. *American Journal of Respiratory and Critical Care Medicine*, 183, 847-855.

Puskarich, M. (2012). Emergency management of severe sepsis and septic shock. *Current Opinion in Critical Care*, 18, 295-300.

Puskarich, M., Kline, J., Summers, R., & Jones, A. (2012). Prognostic value of incremental lactate elevations in emergency department patients with suspected infection. *Academic Emergency Medicine*, 19, 983-985. Available at [www.aemj.org](http://www.aemj.org).

## **Antibiotic Therapy/Management in Acute Care**

Papadakis, McPhee, & Rabow – Antimicrobial Therapy – Principles

Bartlett, J., Spellberg, B., & Gilbert, D. (2013). 8 ways to deal with antibiotic resistance. Published August 7, 2013. [www.medscape.com/viewarticle/808814](http://www.medscape.com/viewarticle/808814).

Stokowski, L. & Solomon, S. (2013). Antimicrobial resistance: The big picture. [www.medscape.com/viewarticle/810901](http://www.medscape.com/viewarticle/810901).

Zimlichmann, E., Henderson, D., Tamir, O., Franz, C., Song, P., et al. (2013). Health care-associated infections. A meta-analysis of costs and financial impact on the US health care system. JAMA Internal Medicine. Published online September 2, 2013. Click “online first” in <http://archinte.jamanetwork.com>. Search under author’s name.

**THE UNIVERSITY OF TEXAS AT ARLINGTON COLLEGE OF NURSING**  
**N5435 - ACUTE CARE I**  
**CLINICAL HOUR TALLY SHEET (90 Clinical hours required)**

**Student:** \_\_\_\_\_  
**Faculty:** \_\_\_\_\_

**Clinical Site** \_\_\_\_\_

**(Daily) Clinical Hour Tally**

<b>Type of Hours/Date</b>									<b>Totals</b>
<b>Acute In-patient (specify type)</b> Number of Hours									
Number of Patients									
<b>Office Follow-up (specify type)</b> Number of Hours									
Number of Patients									
<b>Other (specify):</b>									

<b>Type of Hours/Date</b>									<b>Totals</b>
<b>Acute In-patient (specify type)</b> Number of Hours									
Number of Patients									
<b>Office Follow-up (specify type)</b> Number of Hours									
Number of Patients									
<b>Other (specify):</b>									

**FACULTY SIGNATURE:** \_\_\_\_\_ **COURSE TOTAL:** \_\_\_\_\_

\_\_\_\_\_  
**Preceptor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Preceptor Signature**

\_\_\_\_\_  
**Date**