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**GNUR 6315 University of Virginia: Clinical Decision making in Adult-Gerontology**

**Acute Care III**

**Spring 2017**

**Course Credit:** 3-0-0-3 (*4 digit: 1st = classroom hours, 2nd = lab hours, 3rd = clinical hours, 4th = credits [1st digit + 2nd digit +3rd digit = 4th digit RE: 3-0-0-3*)

**Course Professor:**

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Assistant Professor and Coordinator AGACNP Program

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**Medical Center Faculty:—**invited expert clinician speakers

Cheryl Bourguinon, Associate Professor. Email: [cb2n@hscmail.mcc.virginia.edu](mailto:cb2n@hscmail.mcc.virginia.edu)

Alan Dalkin, M.D. Email: acd6v@hscmail.mcc.virginia.edu

Kathleen Haden, MSN, ANP-BC Email: [km3s@hscmailmcc.virginia.edu](mailto:km3s@hscmailmcc.virginia.edu)

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George Hoke, MD, Associate Professor of Medicine Email: [gmh4s@virginia.edu](mailto:gmh4s@virginia.edu)

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**Prerequisites or co-requisites:**

GNUR 6010: Advanced Pathophysiology

GNUR 6310: Clinical Decision Making in Adult-Gerontology Acute Care I (This course builds on GNUR 6310)

**Classroom:** Claude Moore Nursing Education Building (CMNEB) 1120

**Class Schedule:** Thursday, 08-10:50, in classroom session each week.

**Communication:** Email preference dld6z@virginia.edu. You may email at any time. Do not expect an immediate response if sending emails at night. Response time to emails will be within 48 hours unless you receive an away mail message with instructions. You may flag emails if urgent or call me. Response time for evaluation of assignments will be within 2 weeks.

**Course Description:** Through discussions and lectures students learn to approach systematically complex clinical situations involving patients with acute and chronic dysfunction of the hematology/oncology endocrine, GI, multiple trauma and renal systems. For each of the systems emphasis is given to the most frequently occurring risk factors that contribute to the development of the problem/s; the physiologic, pathophysiologic, behavioral and experiential aspects of the problem; therapeutic interventions to patient management; and approach to directing and evaluating outcomes of adult patients across the spectrum of young adult through older adult including the frail elderly.

This course builds on GNUR 6310 Clinical Decision Making in Adult-Gerontology Acute

Care II.

**Course Goal and Objectives:** This course develops the foundation for advanced practice acute care management of patients across the continuum of adolescence to the older adult including the frail elderly with health problems arising from dysfunction or failure of the hemologic/oncologic, endocrine, GI, musculoskeletal and renal systems and those suffering from acute trauma. A framework for critical thought is developed for optimal therapeutic interventions and outcomes in the clinical management of acute and chronic problems.

Upon completion of this course, the student should be able to:

1. Summarize most frequent causal factors and health problems in the hematologic, endocrine, GI, musculoskeletal and renal systems, musculoskeletal and acute trauma for acutely and chronically ill patients across the continuum of young adult to older adult including the frail elderly .

2. Develop an approach to assessing the effectiveness of the critical thought/reasoning process in managing acute illness problems of selected body systems.

3. Describe the physiologic, pathophysiologic, behavioral and experiential indicators of the problems discussed in this course.

4. Demonstrate the ability to perform an advanced assessment and diagnosis and management of adult patients across the continuum of young adult to older adult including the frail elderly, incorporating a holistic approach that includes physical and psychosocial and environmental aspects.

5. Describe therapeutic approaches to managing the problems arising in body system dysfunction/failure.

6. Describe approaches to evaluate the success of interventions implemented.

7. Examine ethically, culturally appropriate approaches to the care of diverse and vulnerable adults experiencing acute and chronic illness.

8. Articulate to other health care professionals, patients and/or families the illness- oriented and community-based resources potentially useful in managing the long-term effects of the problem.

9. Apply an advanced practice model of clinical decision-making in a case study of

a chronically ill client and his/her family, incorporating the elements of the direct practice competency.

10. Demonstrate critical thinking and a scientific approach by analyzing literature, incorporating classic and current literature into class discussions, presentations and written papers.

11. Develop skills for individual learning by active participation in the course and pursuing resources for learning from a variety of sources.

**General Policies:**

1. Attendance is expected for all class periods. Part of the learning process comes from interacting with experts in clinical practice and that piece will be missed if you miss

class. Please take into account that if you are sick, especially if you have a fever, please refrain from coming to class until you are fever free (without the assistance of antipyretics) for 24 hours.

2. Guest speakers are to be treated with respect -- especially with regard to adherence to the time class begins.

3. All electronic devices are to be silenced before class begins.

4. Please sign your pager out to another clinician before class. If you must leave class to answer a page once that is ok. You may return. If you need to leave more than once, go to the place where you are needed and do not return to class.

5. Cancellations for inclement weather may occur. Check email and the status of our class on Collab and by calling 434-924-0094 for message. Please sign up for the emergency alert system on the UVA web page.

6. **Prior arrangement must be made with the course professor if you are unable to take the exams as scheduled**

7. Exam grades will be posted after all students have completed the exam.

8.In the event of widespread illness or disaster, the syllabus may be modified to facilitate course completion.

**Learning Activities:**

1. Assigned readings

2. Lectures

3. Discussions

4. Case studies

5. Formal and informal contacts with the faculty and expert clinician speakers

Required text:

Barkley Jr, T. W., & Myers, C. M. (2007). *Practice guidelines for acute care nurse practitioners*. Elsevier Health Sciences. I**SBN:** 0721685366

Burns, S.M. (2014). *AACN Essentials of Critical Care Nursing*. New York: McGraw Medical. ISBN: 978-0-07-182279-4. **(You will use in 7312 and 7314 as well)**

Burns, S. & Delgado, S. (2016). *Acute & Critical Care Nurse Practitioner: Cases in Diagnostic Reasoning.* New York.McGraw-Hill Education. **(You will use in 7312 and 7314 as well)**

Kasper, D., Hauser, S., Jameson, JL, et al (2015) *Harrisons 19th Principles of Internal Medicine*. McGraw-Hill. ISBN 978-0-07-180213-0 (Hardback; alk.paper) ISBN 0-07-180213-4

(Hardback; alk.paper) Kasper, Dennis, L., editor *II. Title: Principles of Internal Medicine*. **(this is a two volume set).**

Resources:

http://www.merckmanuals.com/professional/index.html

Maxwell Quick Medical Reference, ***6th Edition*** ISBN 978-0-9645191-4-5 by Maxwell Publishing Company- **which you have already**

Recommended to join AACN

**Due Dates, Policies for Late Assignments and Final Exam Dates**:

**Midterm Exam** – March 16th 30% Covers content from Weeks 1-7

**Final Exam -** April 27th 30% **Final examination will be comprehensive.**

(The exams are multiple choice, true/false, and matching with one best answer, and are based on complex case studies.)

Case Studies: 15% Due as scheduled on weekly schedule. Case study will be posted after class on the day the material is covered.

Case study 1-Trauma: Due Feb 16th

Case study 2 Renal: Due Feb 23rd

Case Study Presentation by group, April 20th: 10%

*Late submission of assignments will result in 5% point reduction per day.*

**UVA SON Grading Scale**: **NEW GRADING SCALE**

A+ (100) B+ (87-89) C+ (77-79)\* D+ (67-69) F (0-59)

A (95-99) B (83-86) C (73-76)\* D (63-66)

A- (90-94) B- (80-82) C- (70-72) D- (60-62)

\*Students should refer to the University Record and School of Nursing Student Handbook for complete policy on grading scale and unsatisfactory grades. Below 80 is a failing grade for graduate nursing students. Below 70 is a failing grade for undergraduate nursing students.

**Attendance**: Given the interactive nature of this course, class attendance is expected. Course faculty need to be notified in advance of extenuating circumstances preventing attendance.

**Inclement Weather**: University policy determines UVA official closings due to weather. If the University is closed due to inclement weather, an alert will be posted on the UVA home page and the UVA Snow Line: (434) 243-SNOW or 924-SNOW. Classes missed will be made up. This may occur via blackboard or taped lectures.

**The Honor Pledge**: The University of Virginia has one of the oldest Honor Systems in the country. Integrity and honor and the Community of Trust are integral to our work together. We expect to see all of your work signed with the Honor Pledge or affirmed in Collab, and more importantly, we expect that your signature or affirmation signifies that you uphold the meaning of the Pledge. *“On my honor as a student I have neither given nor received aid on this exam/assignment.”*  Individual assignments will not be accepted unless they are pledged. Writing the pledge followed by your typed name is acceptable for submissions on Collab.

**Privacy**: Faculty and students who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines per HIPAA regulations. Do not use any identifying information (name, age, date of admission, Date of birth, SS# etc) on any email to faculty or other students regarding a patient.

**Academic Grievances**: An undergraduate, graduate, or professional student who believes that an academic decision violates the University’s or school’s academic policies and procedures may file an academic grievance with the appropriate department chair, unit head, or faculty committee. Refer to the Student Academic Grievance Policy in the University Record for the policy and procedure.

Assignment submission: All assignments should be saved with your last name, title and date of submission; for example: Dillon\_casestudy1\_February 16. Word is the preferred program for saving assignments. Assignment should be placed in your drop box on Collab by the due date. DO NOT email the assignment.

**Course Homepage:** On Collab. **Class email is v**ia Collab,

**End of course evaluations:** Administered thought ITC on Collab. Completion of the course evaluation is expected. The course professor is open to verbal/email feedback at any time during the semester or you can use the anonymous feedback tool on Collab.

**Typhon:**

The School of Nursing uses the TYPHON system for student portfolio development and for student clinical activity tracking, and access to this system is required for all students. There is a one-time $75.00 access fee that students pay at the time of the first log-on to the system. Initial training to TYPHON will be provided for all students. Immediately following the training, students will be provided with individual log-on and password information. Students are introduced to TYPHON in Role I in conjunction with the initial development of the professional portfolio. Ongoing use of TYPHON will continue throughout the program preceptorships, and for two years after graduation. The on-line professional portfolio, and the documentation of all student clinical activities are required for certification, credentialing, and for successful post-graduate employment.

**Preparation for Synthesis Practicum (GNUR 7312) Fall 2017 Clinical Practicum**

The guidelines that follow were developed in an effort to clarify individual and mutual roles and responsibilities of the faculty, clinical preceptors, and AGACNP students. The guidelines provide a framework for all concerned to: (1) promote quality patient care, and (2) enhance student learning experiences. Keep in mind that some clinical experiences are individually planned and based on prior relevant clinical experiences and the individual’s specific career goals.

**Student roles in preparation for GNUR 7312**

* Students will prepare written learning objectives, activities, and plans for evaluation in GNUR 7312 by February 23rd.
* Prepare a CV by March 2nd for preceptors. Prior to sending CV’s to preceptors, students CV’s must be approved by the course faculty.
* Provide a written copy of faculty approved objectives to preceptors if they request it prior to beginning the practicum synthesis.
* Examples of written objectives are in Collab under “Resources”

**Faculty Roles in Preparation for GNUR 7312**

* Approve student’s ideas for learning objectives, activities, and plans for evaluation to identify resources needed for attainment.
* Initiates or helps in the planning of clinical experiences with preceptors after reviewing student’s initial set of objectives.
* Initiates additional meetings with preceptor and student throughout clinical experiences.
* Provided guidance via conferences with the student at least every two weeks throughout the semester (this may be done in a clinical conference format or more informally via phone or e-mail dependent on the practice setting).
* Participates in conferences at the midpoint, end of the experience, and/or times with clinical preceptor as required. This is dependent on the duration of the experience.
* Assigns and submits a final grade based on input from clinical preceptors and student. The preceptors are asked to provide and evaluation, and this is used, in conjunction with other evaluations, to derive the student’s final grade.
* Provides guidelines and sample forms for preceptors while planning the clinical rotations as appropriate.

**University of Virginia Mission Statement**

* The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining the spirit of free inquiry directed to understanding the nature of the universe and human existence. The philosophy of the School of Nursing is consistent with that of the University as it prepares leaders in health care.

**School of Nursing Mission Statement**

* The School of Nursing transforms lives by promoting health and the quality of health care. Through 2020 we will cultivate the SON’s multicultural community of scholars and researchers; create innovative models of education and practice; foster well-being and collegial spirit in a healthy work environment. (Approved by Faculty Organization, January 2013)

**School of Nursing Values**

* Respect and honor
* Relationships and collaboration
* Recognition and celebration
* Excellence

(Approved by Faculty Organization, January 2013)

**End of Program Terminal Objectives**

**The MSN programs prepare graduates to:**

* Integrate theoretical and research based knowledge as a generalist leader or in an advanced nursing practice specialty.
* Provide care and comfort to individuals, families and groups experiencing complex health care needs.
* Provide care that reflects sensitivity to differences among culturally and ethnically diverse populations.
* Assume a leadership role in establishing and monitoring standards of practice to improve patient care in collaboration with other nursing experts.
* Use ethical principles to guide decision-making in nursing practice.
* Evaluate clinical practice in relation to professional practice standards and relevant statutes and regulations.
* Apply the research process to improve evidence based clinical practice and contribute to knowledge development.
* Engage in self-directed and purposeful activities in seeking necessary knowledge and skills to enhance career goals.
* Examine economic, political, and social forces affecting nursing care delivery in complex health care systems.
* Promote multidisciplinary collaboration to ensure quality, cost effective care.
* Contribute to the development of peers, colleagues, and others to improve patient care and foster the growth of professional nursing.
* Act as change agents to create environments that promote effective nursing practice and patient outcomes.

**The DNP program prepares graduates to:**

* Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice;
* Demonstrate organizational and systems leadership for quality improvement in healthcare systems;
* Apply clinical scholarship and analytical methods to evidence-based practice;
* Use information systems technology and patient care technology to improve and transform health care;
* Demonstrate leadership in health care policy for advocacy in health care;
* Collaborate with interprofessional and intraprofessional teams to improve patient and population health outcomes.

(Approved by the faculty in 2008)

In the event of widespread illness or disaster, the syllabus may be modified to facilitate course completion.

**Course Schedule and Assigned Readings**

## Thursday, 0800 – 1050, CMNEB 1120

SPEAKERS subject to change

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| Class Date | Topic | **Assignments** |
| **January 19th**  **Week 1**  Debbie Dillon DNP, RN, ACNP  Kathleen Haden, MSN, ANP | Course discussion and introduction.  WBC and Anemia | None |
| **January 26th**  **Week 2**  Heather Passerini, RN, MSN, ACNP-BC, CCNS-BC, CCRN | Trauma and Emergency Preparedness | Articles in resources under  topic |
| **February 2**  **Week 3**  Gayle Vranic, MD  Carol Vincel, MSN, RN, ACNP- BC | Acute Renal Injury  Kidney transplant | Articles in resources under  topic |
| **February 9th**  **Week 4**  Ken White, PhD, RN, ACNP-BC | Palliative Care | Articles in resources under  topic |
| **February 16th**  **Week 5**  Meg Barclay, MSN, ACNP-BC  Trauma case study due | Acute Abdomen | Articles in resources under  topic |
| **February 23rd**  **Week 6**  Carol Vincel, MSN, RN, ACNP-BC  Acute Renal Failure case study due | Liver failure and liver transplant | Articles in resources under  topic |
| **March 2nd**  **Week 7**  0800-0900 Dr. Kate Willcuts  0900-1050 Cheryl Bourguinon | Nutrition in the acutely ill patient  Rheumatology | Articles in resources under  topic |
| **March 9th** | **SPRING BREAK** |  |
| **March 16th** | **Midterm**  **Via Collab** | In class examination |
| **March 23rd**  **Week 8**  Drew Walton, MSN, ACNP-BC | 12 Lead EKG | Articles in resources under  topic |
| **March 30th**  **Week 9**  Terran Sims, RN, MSN, ACNP Urology/Cancer Care Center | Pancreatitis Pancreatic Cancer Prostate Cancer and BPH | Articles in resources under  topic |
| **April 6th**  **Week 10**  Alan Dalkin MD | Endocrinology: DI, SIADH, Thyroid Storm, DKA | Articles in resources under  topic |
| **April 13**  **Week 11**  George Hoke, MD | Sepsis | Articles in resources under  topic |
| **April 20th**  **Week 12**  In Class case study presentations |  |  |
| **April 27th** | Final Exam-Comprehensive  Via Collab | In class examination |

Course schedule and speakers are subject to change.

Additional reading assignments may be posted a week in advance.

**How to prepare for class:**

Read the assigned reading prior to lecture.

After class review the notes/handouts.

Do additional reading on areas of unfamiliarity.

Review weekly.