NURS 7120 Applied Clinical Concepts II in Adult Nursing

**Credit Hours:** 4 (4 seminar, 2 clinical- 120 hours)

**Prerequisites:** NURS 7110 Applied Clinical Concepts I

**Faculty**

Anita C. All, RN, PhD  
Professor and Director Joint MSN Program Auburn University and Auburn University Montgomery  
Wachovia Endowed Professor

Auburn University Office: 334-844-6135  
aca0001@auburn.edu

Auburn Montgomery Office: 334-244-3775  
aaall@aum.edu

BlackBoard course email is to be used for correspondence for this course. The faculty will check this email on Tuesday and Wednesday. Email will be scanned on Monday and Thursday for any important messages. **Be sure and type the word IMPORTANT IN THE SUBJECT LINE.** Information that is relevant to the entire class will be posted on the bulletin board. Please check it twice weekly! If you have problems at other times please telephone me.

**Course Description:**

Emphasis on the roles of the CNS in interventions for diverse adult groups experiencing alterations in health patterns. Focus is application of theories and research in development of interventions to address complex health problems of patients in an area of adult clinical specialization.

This four (4) hour course requires both seminar and clinical hours. A total of 120 clock hours of clinical time will occur over the course of the semester for the clinical nurse specialist student in a practice setting with adults.
Course Outcomes:

By the completion of this course, the student will be able to:

1. Perform appropriate interventions in adult patient populations experiencing health alterations.

2. Use evidence-based practices in meeting teaching learning needs in an area of adult clinical specialization.

3. Apply appropriate technology to access current knowledge in assessments and care of selected adult patient groups.

4. Analyze theories and data to support decisions that improve advanced nursing practice.

5. Implement the roles of the CNS in intervening for patients in an area of adult clinical specialization.

Texts and Other Resources

Required journal articles in each module. Most will be available on library electronic databases.

Suggested Texts:


Suggested Readings on Concept Maps


Suggested Readings on Reflective Journaling


Evaluation Methods

Grading

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
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</tbody>
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Activity % of Grade
1. Reflective Clinical Journal (total 3).  20%
2. Bibliography Cards (total 4).  25%
4. Aggregate Care Plan  30%
5. Concept Map Series (4)  15%
6. Specific Module Activities & Participation in Discussions 10%

Prior to the beginning of the clinical experience, a letter of agreement/contract between the School of Nursing and the selected clinical agency and preceptor must be on file with Dr. All. Guidelines for the preceptor letter are provided in this syllabus. Many unexpected experiences and reaction are encountered in the clinical setting and in order to facilitate their analysis and conceptualization and the evaluation of clinical intervention strategies, each student will keep a reflective purposive journal. Current unencumbered Alabama License and current CPR certification must be on file at the School of Nursing.

Late assignments will not be accepted unless prearranged with Dr. All. Any late assignment [unless prior arrangements have been made] will result in a 0 (zero) and could result in failing the course.

All assignments will be turned in via the course assignment drop boxes. The process for turning in the assignments must be completed by the time the drop box closes!

Some modules activities will be graded and some will be not graded. All activities in the modules must be completed in order to pass the module, these includes any specific activities and sufficient participation [as defined by the discussion rubric] in the module bulletin board discussions. **Failure of one module will result in course failure.** Failure in the clinical setting, e.g. lack of safe patient practices or professional behavior, will result in failing the course.

**Topical Outline**

Module 1: Leadership in Nursing Practice: August 18, 2008-September 14, 2008, 11:55 p.m.

**Outcomes:**

1. Implement the roles of the CNS in intervening for patients in an area of clinical specialization.
2. Analyze theories and data to support decisions that improve advanced nursing practice.
Module 2: Health Promotion in Diverse Populations with Health Alterations: September 15, 2008-October 12, 2008, 11:55 p.m.

Outcomes:

1. Perform appropriate interventions in patient populations experiencing health alterations.
2. Use evidenced-based practices in meeting teaching learning needs in an area of clinical specialization.
3. Implement the roles of the CNS in intervening for patients in an area of clinical specialization.


Outcomes:

1. Use evidence-based practices in the meeting teaching/learning needs in an area of clinical specialization.
2. Apply appropriate technology to access current knowledge in assessments and care of selected patient groups.
3. Perform appropriate interventions in patient populations experiencing health alterations.


Outcomes:

1. Perform appropriate interventions in patient populations experiencing health alterations.
2. Use evidence-based practices in the meeting teaching/learning needs in an area of clinical specialization.

Course Policy and Accommodations

Plagiarism Statement

Please be reminded that every student has signed and submitted their signature, indicating that she/he has read the Student Honor Code and the Student Handbook concerning academic misconduct.

* Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work or something used and represented in this manner”. 
It is expected that all work submitted in this course would be the student's own, or in the case of any group work be the work of the individuals in the group. As a reminder, the definition of plagiarism is: to steal and pass off (the ideas or works of another) as one's own; use (a created production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source. Academic misconduct may include, but not necessarily be limited to acts such as plagiarism, cheating, misrepresentation and fabrication.

*Source:


**Code of Honor and Disclaimer**

Students have an obligation to conduct themselves at all times in a manner that reflects honesty, integrity, and respect for others. As a School of Nursing student, you must adhere to the Student Code of Honor as in the Nursing Graduate Student Handbook. In addition, you are responsible for all policies contained in the School of Nursing Graduate Nursing Student Handbook.

**ADA Statement**

If any member of the class feels that she/he has a disability and needs special accommodations of any nature, the instructor will work with her/him to provide reasonable accommodations to ensure that the student has a fair opportunity to perform in class. Before, during, or immediately after the first scheduled class period, any student with a disability should advise the instructor of the disability and the accommodations she/he desire.

**Dual Relationship Statement**

When the member has other relationships, particularly of an administrative, supervisor, and/or evaluative nature with an individual seeking service, the member must not serve as the counselor but should refer the individual to other professionals. Only in instances where such an alternative is unavailable and where the individual's situation warrants counseling intervention should the relationships with clients that might impair the member's objectivity and professionals judgment (e.g. as with close friends or relatives) must be avoided and/or the counseling relationship terminates through referral to another competent professional. The member will avoid any types of sexual intimacies with clients. Sexual relationships with clients are unethical. It is unethical to use one's institutional affiliation to recruit clients for one's private practice. *

*Source: American Association of Counseling and Development*
**Critical Thinking Definition**

A goal of the AU/AUM MSN program is to prepare graduates to be critical thinkers. At the graduate level critical thinking is essential in the development of advanced nursing practice and education.

Critical thinking is a "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment was based" (Facione, 1990). Additionally, critical thinking is essential as a tool to be used for scholarly inquiry and is a pervasive self-rectifying human phenomenon.

**HIPAA**

1. All information about a patient whether electronic, written, or spoken aloud, is confidential.
2. This includes a patient’s name, age, social security number, and any other personal information patients are asked to provide.
3. This also includes the reason the patient is sick or in the hospital, the treatments and medications he or she receives, caregivers, observations, and information about past, present, or future health conditions.

**BREACHING THE PATIENT’S CONFIDENTIALITY IS A VIOLATION OF HIPAA THAT COULD SUBJECT AN INDIVIDUAL AND THE UNIVERSITY TO FINES.**

HIPAA is a federal regulation that requires certain “covered entities” to follow the regulations relating to: (1) a patient’s “Protected Health Information” or PHI, (2) electronic transactions or transmissions of PHI, and (3) the physical and electronic security of protected health information.

Students are expected to follow all HIPPA regulations in clinical courses; breaches of patient confidentiality will result in course failure and could result in dismissal from the MSN program.

Aca 6.10.08