Loyola University Chicago  
Marcella Niehoff School of Nursing  
Spring, 2014

Course Number and Title:  MSN 277, Medical Surgical I: Nursing Care of Adults

Number of Credits:  4 credit hours

Meeting Schedule (day(s) of week, time, & location):
Section 01E – Monday & Wednesday 1445-1625, Dumbach Hall, Room 118
Section 02E – Monday & Wednesday 1445-1625, Mundelein, Room 506
Section 03E – Tuesday 1230-1550, MNSON, Room 2512A
Section 04E – Thursday 1230-1550, MNSON, Room 2512B

Faculty:

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    Thursdays, 1130-1230 and 1600-1700: HSC, Building 125, Room 2534
    Other hours by appointment

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Instructor
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Mary Beth Desmond, MSN, RN
Teaching Assistant
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Pre-requisites:  GNUR 207, 238, 293

Co-requisites:  MSN 277L, GNUR 294
Course Description:

This course is designed to use a ‘levels of prevention’ model to provide nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment, restoration of health for individuals, families, and communities across the health care continuum.

Course Outcomes:

Upon completion of this course the student will be able to:

1. Apply levels of prevention to specific health issues in the care of adults.
2. Demonstrate clinical reasoning when choosing assessment, interventions, and expected outcomes for patient care.
3. Integrate physical, psychosocial, spiritual, and cultural assessments, interventions, and outcome measurements in the care of adults.
4. Discuss how health policy, ethics, economic, and social factors apply to caring for adults.

Teaching/Learning Strategies:

- In-class and on-line Lecture-discussion
- In-class critical thinking exercises, discussion and practice NCLEX-RN questions
- Case studies

Grading:

Students will be evaluated by grades on examinations, one quiz and one case study. Grades are based on the following scale:

- A = 94-100
- A- = 92-93
- B+ = 89-91
- B = 86-88
- B- = 84-85
- C+ = 80-83
- C = 77-79
- C- = 75-76
- D+ = 72-74
- D = 69-71
- F = 68 & below
**Method of Evaluation:**

The final theory course grade will be based on:
- Exam 1 = 20%
- Exam 2 = 20%
- Exam 3 = 20%
- Cumulative Final Exam = 25%
- Case Study = 5%
- Med/Surg 1 Kaplan Test/Remediation = 5%
- Math Quiz = 4%
- Completion of all assigned Kaplan Focused Review Tests (6 total) = 1%

**Students must achieve a C- (75%) or greater in order to pass the class.**

**Quiz:** There will be one math quiz. The quiz will include IV and medication calculations and intake & output calculations.

**Group Case Study:** Within an assigned group, students will complete a written case study. Groups will address specific needs related to providing holistic patient care, including physical, spiritual, cultural, and psychosocial needs. Students will address how health policy, ethics, economic factors, and social factors apply to caring for the patient.

**Kaplan Focused Review Tests:** Kaplan focused review tests are assigned to coincide with specific exams. Focused review test grades will be posted so that students can see how well they mastered the topic area. Grades above 60% on the Kaplan tests imply an ability to pass that content on NCLEX. Students should review their answers on the Kaplan review tests. Completion of all assigned Kaplan focused review tests prior to the exam date/time noted on the course calendar will result in a grade of 100% for this assignment. Failure to complete the review tests will result in the grade of 0% for this assignment.

**End of course Kaplan Test:** Toward the end of the course, students will take a proctored Med/Surg 1 Kaplan Test which will constitute 5% of the student’s grade. The MNSON-wide policy for end of course Kaplan grading is based on percentile, not percentage. Integrated testing scores and remediation resources total a possible 10 points (5 points are for the student’s test grade and 5 points for the amount of remediation completed). All remediation must be completed before the semester final exam date. Students must conduct the remediation in one sitting. Once students stop the remediation process and restart, the times zero-out and students will need to remediate all questions again. Specific details of scoring:

**Test scores:** 0 to 5 points  
≥ 60th percentile = 5 points  
50th-59th percentile = 3 points  
40th-49th percentile = 1 point  
less than 40th percentile = 0 points
Remediation points: 0 to 5 points
Access all explanations for minimum of 40 seconds each: 5 points
Access explanations for questions missed for minimum of 40 seconds each: 3 points
Access explanations for half the questions for minimum of 40 seconds each: 1 point
No access of explanations: 0 points

Required Course Materials:


Recommended Course Materials:


Course Evaluation Expectation:

It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement. The Individual Development and Educational Assessment (IDEA) course feedback system provides important information related to course goals and the measurement of learning. A key part of the IDEA system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” These responses are anonymous. This information can then be utilized by faculty to make appropriate changes to the course. The IDEA system will be open for student input during the last two weeks of the class so that you can accurately gauge the progress you have made on the key learning objectives of this course. You are encouraged to take the time to provide this valuable feedback.

Academic Integrity Statement:

Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)

Course Policies:

Spirituality: The nursing school experience is a process of rapid spiritual growth; that is, the educational experience is a time when students are learning and experiencing classes that can affect what is meaningful and holds purpose in one’s life. The academic stressors are great, but faculty members are sensitive to these changes. It is important not only to incorporate the
spiritual dimension of care into nursing practice, but also students are encouraged to reflect upon their own spiritual growth. Spiritual growth is fostered through our relationships with self, our friends/families, arts, literature, music, and God. Students are encouraged to consider and apply whatever methods enhance their own spiritual growth and foster the spiritual growth of others.

MSN 277 builds on other courses, particularly anatomy and physiology, pathophysiology, and math drug calculations. To assist students in making linkages to course content, a variety of teaching/learning strategies are provided, including lecture, video, discussion, written case studies, and study guide questions. Live case studies in simulation lab, simulation, and students’ clinical experiences enhance the MSN 277 learning experience. Students should plan to study throughout the semester, preferably every day.

1. Academic Integrity policies will be upheld.

2. Attendance is expected at all classes. Students are expected to arrive to class on time and remain until class is dismissed.

3. All readings should be completed prior to class. It is recommended that students supplement lecture notes with book content to help absorb and comprehend the reading material. Case studies will help students apply the reading material.

4. On-line lectures will be posted for the majority of class content. These will help prepare students for class and studying. Students can listen to specific slides as needed, and help cover content for clinical if students have a patient with a condition that has not yet been covered in class. It is best to come to class prepared with questions.

5. Students are responsible for all material covered in class (online and/or in-class lectures and discussions) as well as reading material content. It is expected that students listen to on-line lectures prior to class so questions can be asked during face-to-face classroom time.

6. To assist students to apply content and practice clinical reasoning skills, case studies and discussion will be completed in class. Students are responsible for content covered in the case studies.

7. Students are expected to use their LUC e-mail and/or the messaging center within Sakai when communicating with Loyola faculty. It is advised to check e-mail and announcements prior to class and daily.

8. Examinations:
   - All exams must be taken on time. If an exam is missed, 5 points per day may be deducted at the course director’s discretion. Vacations or travel are not an excused absence. If students make plane reservations during an exam and miss the exam, a grade of "0" will be given for the exam. There is no make-up. If there is a written medical excuse from the student’s healthcare provider, the exam must be taken as soon as the student returns to school. A late make-up exam will not be the same as the scheduled exam given in class.
• All books, notes, book bags, computers, purses, etc. must be placed in the front of the classroom. All cell phones and other electronic devices must be turned off and placed in the front of the classroom. Any student who has a cell phone or other electronic device or any information related to course content on or near them during an exam will be escorted from the room and will receive a grade of zero for that exam.

• Eating/drinking is not allowed during exams.

• Students are not allowed to wear hats or cover their head during an exam unless it is a religious head covering. Students are not allowed to wear sunglasses during an exam. Long hair must be tied back.

• Exams and answer sheets must be returned before leaving the classroom.

• Students may use ONLY a basic non programmable calculator for exams. There is no sharing of calculators during an exam. Students may not use a calculator on their cell phone.

• Each exam must be completed in one time period. Students are not allowed to leave the room during the exam.

• If the faculty member suspects that a student is cheating, the faculty member will take the student’s exam and escort them from the classroom. There will be no discussion at that time. The student retains the right to meet with the faculty member to discuss the matter, but the faculty member retains the right to give the student a zero for the exam grade.

• Exams #1, #2, and #3 will be available for students to review within one to two weeks of the grade postings. The final exam will be available for students to review within 48 hours of the grade postings. After that time frame, the exams will be considered closed therefore they cannot be reviewed again.

• When reviewing exams, notes must not be taken related to the questions on the exams. Leaving the classroom/office with an exam or answer sheet or taking notes related to the question on the exam is considered academic dishonesty with consequences as stated in the Undergraduate Student Handbook. Seeking or giving information related to questions on an exam that a student has not yet completed also falls under academic dishonesty.

• If there is a question regarding an exam question, a student may submit their concern in writing via e-mail to the course faculty member with three points of evidence from a reputable source to support their claim within two weeks of the grade postings (or 48 hours for the final exam).

9. Students are encouraged to seek help early in the semester and ask questions. Focus on primary, secondary, and tertiary prevention per condition. Learning this material is like learning a foreign language: One must know the vocabulary to speak, but knowing the vocabulary does not guarantee one can speak the language. Flash cards can help students learn the vocabulary; case studies and lectures will help students learn how to apply the
knowledge. Students are encouraged to form study groups to practice applying course content and to learn the material.

10. Nursing is a profession. As a professional, nurses need to learn how to communicate with one another, other health care professionals, and management. To exemplify this concept, faculty and students will demonstrate mutual respect to one another in non-verbal, verbal and written (including email) communication. (see also Academic Integrity).

11. Clinical instructors and theory faculty collaborate to ensure that students meet course outcomes. There is a separate clinical syllabus, which is available on the Sakai site. Students should review the syllabus so that it is understood what is expected in terms of evaluation criteria, professional behaviors, and assignments. Please know that unprofessional behaviors are a safety issue and can be grounds for clinical failure.

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