



Course Outline for: NURS 2910 Acute and Complex Care

A. Course Description

1. Number of credits: 7
2. Lecture hours per week: 3
Lab hours per week: 2
Clinical hours per week: 9
3. Prerequisites: NURS 2800, NURS 2820, NURS 2850
4. Corequisites: NURS 2920 and NURS 2950
5. MnTC Goal: None

This course focuses on the nursing care of clients experiencing acute disruptions of health and/or end of life issues. Emphasis is placed on understanding and application of theory and skills required to provide nursing care to clients with complex and/or unstable conditions. Evidence-based practice is used to support appropriate focused assessments, and effective, efficient nursing interventions. Knowledge of life span, developmental factors, cultural variables and legal aspects of care guide the ethical decision making in delivery of care.

B. Date last reviewed/updated: January, 2022

C. Outline of Major Content Areas

1. Professional Development and Identity in caring for experiencing acute and complex disruptions of health.
 - A. Attributes and Roles of a Nurse
 - i. Professionalism
 - ii. Clinical Decision-Making & Judgment
 - iii. Ethics
 - iv. Leadership
 - v. Self-care
 - vi. Life-long learning
 - vii. Social Justice
 - B. Care Competencies
 - i. Holistic Nursing Process

- ii. Therapeutic & Professional Communication
 - iii. Collaboration
 - iv. Quality & Safety
 - v. Technology & Informatics
 - vi. Teaching & Learning
 - C. Health Care Delivery
 - i. Care Coordination
 - ii. Evidence-based Practice
 - iii. Health Care Infrastructure
- 2. Physiological Integrity in caring for experiencing acute and complex disruptions of health.
 - A. Physiological Homeostasis & Regulation
 - i. Fluid & Electrolyte Balance
 - ii. Acid-Base Balance
 - iii. Thermoregulation
 - iv. Cellular Regulation
 - v. Intracranial Regulation
 - vi. Metabolism
 - vii. Elimination
 - viii. Sexuality & Reproduction
 - ix. Oxygenation
 - x. Perfusion
 - B. Protection and Movement
 - i. Immunity
 - ii. Inflammation
 - iii. Infection
 - iv. Tissue Integrity
 - v. Sensory Perception
 - vi. Comfort
 - vii. Mobility
 - viii. Rest
- 3. Psychosocial Integrity in caring for clients experiencing acute and complex disruptions of health.
 - A. Psychosocial Homeostasis & Regulation
 - i. Family Dynamics
 - ii. Spirituality
 - iii. Motivation
 - iv. Adherence

- v. Cognitive Function
 - B. Behavioral Resilience
 - i. Coping, Stress & Anxiety
 - ii. Grief & Loss
 - iii. Vulnerability
- 4. Lifespan Growth and Development in caring for experiencing acute and complex disruptions of health.
- 5. Determinants of Health
 - A. Functional Ability
 - B. Genetics
 - C. Nutrition
 - D. Environment
 - E. Culture
 - F. Individual Behavior
 - G. Social & Economic Factors

D. Course Learning Outcomes

By the end of the course, the student will be able to:

1. Incorporate the knowledge and methods of a variety of disciplines to inform decision-making in the care of the client experiencing acute disruptions in health.
2. Identify the process for how nursing and related healthcare quality and safety measures are developed, validated and implemented.
3. Use clinical judgment and decision-making skills during urgent and emergent situations.
4. Apply data from all relevant sources, including technology, to inform the delivery of care.
5. Analyze the impact of socio cultural, economic, legal, and political factors influencing healthcare delivery and practice.
6. Demonstrate teambuilding and collaborative strategies when working with inter-professional teams.
7. Advocate for factors that promote a culture of safe and quality care incorporating evidence-based findings.
8. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.
9. Demonstrate leadership in decision making while providing quality nursing care to improve client outcomes.

E. Methods for Assessing Student Learning

Each semester, cognitive learning will be evaluated primarily by written examinations and quizzes, including alternative format, multiple choice and short answer questions, at least one alternative written assignment, and a standardized exam. Rubrics will be used for formative and summative evaluations in the on-campus laboratory/simulation and clinical settings to evaluate the successful completion of course student learning outcomes.

In NURS 2910, each of the following parts must be successfully completed as defined below. Failure to successfully complete one or more of the following components will result in failing the course:

1. Part 1 – Theory: The student must obtain a 78% or greater to pass.
2. Part 2 – Medical dosage Exam – Students may have up to 3 attempts to pass successfully.
3. Part 3 – Clinical/lab/simulation: Students must achieve a 78% or greater and demonstrate safe practice.

Direct Focused Care: Clinical performance: Pass/Fail: Students must pass all clinical outcomes and skills to progress to the subsequent semester. (See clinical performance evaluation).

Concept-based experiences: Pass/fail: Include Learning activities and integrative experiences (portfolio artifacts)

Case-Based Activities Lab/simulation and case studies

Intervention skill-based activities: Met/Unmet (Instructor validation of skill performance)

Successful completion of each part of this course is necessary to progress to the next semester. However, unsafe clinical performance or failure to meet clinical/lab/simulation student learning outcomes may result in failure of the course.

F. Special Information

Refer to nursing student handbook for additional details