



NURS 6365 Critical Care Evaluation and Management for the AGACNP

Term: Spring 2025

Course Dates: January 6- April 18, 2025

Professor:

Course Times: Online

Carlton Rojas, DNP, ACNP, FNP, EMT-P

Classroom: Online

Office Phone: (972) 816- 2556 (mobile)

Best way to contact: first through canvas course messaging, then through email. If urgent, then text message.

Email: crojas@uttyler.edu

Office Hours: Tuesdays 5:00 – 8:00 PM CST and by appointment

Course Overview

NURS 6365 Critical Care Evaluation and Management for the AGACNP

This course is designed to introduce theoretical and evidence-based content for the assessment, diagnosis, and treatment of adult and geriatric patients with acute and chronic health problems. Emphasis is placed on the pathogenesis, presenting signs and symptoms, history and exam findings, differential diagnoses, diagnostic testing, and treatment plan formulation for adult patients presenting with emergent, urgent, or acute-on-chronic illnesses. Treatment plans will encompass health promotion and disease prevention.

Prerequisites

Admission to the AGACNP program and NURS 6363 Acute Evaluation and Management

Student Learning Outcomes

After successfully completing this course, you will be able to:

- A. Analyze theoretical and evidence-based content for the integration, translation, and application of established and evolving scientific knowledge of evidence-based critical care evaluation and management strategies.
- B. Analyze the basis of existing and evolving knowledge as it applies to ethical clinical judgement, innovation, and diagnostic reasoning in the care of adult/geriatric acute care patients and their families.
- C. Uses scientific knowledge and theoretical foundations to differentiate between normal and abnormal changes in physiological, psychological, and sociological development and aging.
- D. Analyze pathophysiological concepts related to the management of adult and geriatric patients experiencing acute and chronic health conditions.
- E. Complete problem-focused histories and assessments of chief complaints and presenting symptoms.

- F. Formulate a prioritized problem list including evidence-based differential diagnoses that address acute/chronic health problems across diverse patient populations.
- G. Utilize and interpret laboratory and radiographic diagnostic tests in the formulation of evidence-based plans for care management.
- H. Synthesizes data from various sources, including clinical decision support technology, to make clinical decisions about appropriate management, consultation, or referral for acutely and critically ill patients.
- I. Demonstrates understanding of how the AGACNP can design and/or implement and/or evaluate evidence-based, age-appropriate professional standards and guidelines for care impacting acute, critical, and complex chronically ill patients.
- J. Communicate accurate subjective and objective information regarding the patient’s health status to patients, peers, and multi-disciplinary teams.

Map of Essential Domains of Nursing Education to Student Learning Outcomes

	I Knowledge for Nursing Practice	II Evidence-Based Care Design	III Culturally Competent Care Integration	IV Knowledge Integration for Care Improvement	V Translational Science for Quality Improvement	VI Inter- professional Team Collaboration	VII Organizational Leadership in Healthcare	VIII Healthcare Technologies	IX Nursing Professionalism and Ethics	X Leadership Development
A	1	1, 2	1	1	1					
B	1	1, 2	1	1	1					
C	1	1	1	1	1					
D	1	1, 2	1	1	1					
E	1		1							
F	1	1	1	1	1	1		1		
G	1	1		1	1	1		1		
H	1	1, 2	1	1	1	1		1		
I	1	1, 2*	1	1	1	1		1		1
J		2				1	1	1	1	1

Legend: 1 – Formative (Introduced, Reinforced), 2-Summative (End of Program) *Signature Assignment

Course Signature Assignment (AIE)

In *NURS 6365*, students will complete clinical scenarios serving as their signature assignment of achieving the Essentials Domain Core Competencies for advanced practice nursing. The clinical scenarios are designed by introducing the patient to a clinical vignette or patient initial presentation. It reinforces knowledge obtained in the requisite “three P” courses of advanced pharmacology, advanced pathophysiology, and advanced health assessment and builds by applying knowledge and skills to compile a SOAP note for the clinical vignette and working through differentials and developing a treatment plan. The SOAP note will demonstrate an understanding of how the AGACNP can design and implement evidence-based, age-appropriate professional standards and guidelines for care impacting acute, critical, and complex chronically ill patients.

The signature assignments (clinical scenarios) will be linked to Domain 2: Person-Centered and Evidence-based Care Design advanced-level nursing education sub-competencies as follows:

- 2.2i Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information in the delivery of personalized health care.

- 2.3h Demonstrate that one’s practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.
- 2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process.
- 2.4g Integrate advanced scientific knowledge to guide decision making.
- 2.5j Develop evidence-based interventions to improve outcomes and safety.
- 2.9h Guide the coordination of care across health systems.

Benchmark for Achievement of the Essentials Competencies: 100% of students will achieve an average score of 80% or greater on the clinical scenarios as a component of their overall score for successful course completion.

Criteria	Ratings				Pts
<p>This criterion is linked to a Learning Outcome Subjective</p> <p>Subjective information (S) of the clinical scenario. Includes CC, HPI, ROS, and pertinent PMHx, FamHx, or Social Hx.</p>	<p>15 pts Full Marks</p> <p>Includes each of the main 3 criterion and all the information given in the clinical scenario.</p>	<p>8 pts Partial Marks</p> <p>2 of the criterion are listed</p>	<p>4 pts Needs Improvement</p> <p>1 of the criterion are listed</p>	<p>0 pts Unsatisfactory</p> <p>Subjective information is not given or does not contain any of the main criterion</p>	15 pts
<p>This criterion is linked to a Learning Outcome Objective</p> <p>Includes any vital signs, physical exam findings, labs, and imaging given in the clinical scenario.</p>	<p>15 pts Full Marks</p> <p>Includes all four sections listed in the description along with the information given in the clinical scenario.</p>	<p>8 pts Partial Marks</p> <p>2-3 sections of the long description are listed</p>	<p>4 pts Needs Improvement</p> <p>1 section of the objective information is completed</p>	<p>0 pts Unsatisfactory</p> <p>The objective portion is missing</p>	15 pts
<p>This criterion is linked to a Learning Outcome Differential Diagnoses</p> <p>Lists two to three differential diagnoses based</p>	<p>20 pts Full Marks</p> <p>2-3 differential diagnoses are listed along with supporting references for each. Risk factors along with subjective and objective findings</p>	<p>10 pts Partial Marks</p> <p>1 differential diagnosis is listed OR references are missing OR subjective and objective information is missing that</p>	<p>5 pts Needs Improvement</p> <p>1 differential is listed AND references are missing OR subjective and objective</p>	<p>0 pts Unsatisfactory</p> <p>Differential section is missing OR references AND subjective and objective information is missing.</p>	20 pts

on the clinical scenario.	obtained from the clinical scenario are referenced to support a diagnosis.	supports the diagnoses.	supporting data is missing.							
<p>This criterion is linked to a Learning Outcome Assessment</p> <p>Lists the most likely diagnoses based on the clinical scenario as problem #1. Lists all other diagnoses for the patient based on past medical history or other complaints given in the clinical scenario.</p>	<table border="1"> <tr> <td> 20 pts Full Marks Most likely differential is listed along with each medical diagnosis from the PMHx and any other problems identified that are pertinent to the H&P. </td> <td> 10 pts Partial Marks Most likely differential diagnosis is listed and some of the diagnoses from the past medical history. </td> <td> 5 pts Needs Improvement Most likely differential is listed but no other problems or other diagnoses are identified. </td> <td> 0 pts No Marks Assessment section is missing. </td> <td></td> </tr> </table>				20 pts Full Marks Most likely differential is listed along with each medical diagnosis from the PMHx and any other problems identified that are pertinent to the H&P.	10 pts Partial Marks Most likely differential diagnosis is listed and some of the diagnoses from the past medical history.	5 pts Needs Improvement Most likely differential is listed but no other problems or other diagnoses are identified.	0 pts No Marks Assessment section is missing.		20 pts
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<p>This criterion is linked to a Learning Outcome Plan</p> <p>Lists the plan for each problem on the problem listed in the assessment portion. Support your plan with reference.</p>	<table border="1"> <tr> <td> 20 pts Full Marks A plan is identified for each problem listed along with supporting reference. </td> <td> 10 pts Partial Marks A plan is identified for the most likely diagnosis and some, but not all, of the other problems identified. </td> <td> 5 pts Needs Improvement Plan is only listed for one problem OR no references are noted for each plan. </td> <td> 0 pts No Marks Plan section is missing. </td> <td></td> </tr> </table>				20 pts Full Marks A plan is identified for each problem listed along with supporting reference.	10 pts Partial Marks A plan is identified for the most likely diagnosis and some, but not all, of the other problems identified.	5 pts Needs Improvement Plan is only listed for one problem OR no references are noted for each plan.	0 pts No Marks Plan section is missing.		20 pts
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<p>This criterion is linked to a Learning Outcome Format</p> <p>Uses APA7 formatting</p>	<table border="1"> <tr> <td> 10 pts Full Marks APA7 formatting utilized for entire submission. </td> <td> 5 pts Partial Marks Minor improvements needed in formatting to comply with APA7. </td> <td> 0 pts No Marks APA7 format not utilized </td> <td></td> <td></td> </tr> </table>				10 pts Full Marks APA7 formatting utilized for entire submission.	5 pts Partial Marks Minor improvements needed in formatting to comply with APA7.	0 pts No Marks APA7 format not utilized			10 pts
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Total Points: 100										

Required Textbooks and Readings

- **Primary Textbook:**

- Dunn, A. S., Navneet Kathuria, & Klotman, P. (2013). *Essentials of hospital medicine a practical guide for clinicians*. Hackensack, Nj World Scientific. ISBN 978-000-0989-74-1

- *Urman, R. (2023). Pocket ICU (G. Frendl & A. Tung, Eds.; Third) [Review of Pocket ICU]. Wolters Kluwer. (Original work published 2012). ISBN-13: 978-1-975192-25-9*

- **Secondary Textbooks:**

- Harris, C. (2023). *Adult gerontology acute care practice guidelines* (2nd ed.). Springer Publishing. ISBN: 978-0826176172, eBook ISBN: 9780826176189
- Fuller, V. J. & McCauley, P. S. (2023). *Textbook for the adult-gerontology ACNP: Evidenced-based standards of practice*. ISBN: 9780826152329, eBook ISBN: 9780826160799
- Weingart, S. & Borshoff, D. (2018). *The Resuscitation Manual*. ISBN: 978-0-6482702-5-6
<https://leeuwinpress.com/collections/frontpage/products/the-rcm-ebook>

- **Additional Readings:**

Fundamental of Critical Care Support, 7th Ed, Society of Critical Care Medicine

- Throughout the semester, you will encounter insightful readings assigned and posted on Canvas.
- Total Estimated costs of required course materials: **\$150.00**

Essentials of Hospital Medicine: a Practical Guide for Clinicians	Simple to the point text for acute medicine	\$75 on Amazon
Pocket ICU Reference Book		\$75 on Amazon. Can be used for clinical rotations.
Fuller & McCauley Textbook	Textbook for the Adult-Gerontology Acute Care Practitioner: Evidenced-Based Standards of Practice	\$66.32 listed for paperback on Amazon.com (Will be used for other courses in the AGACNP program)
Harris textbook	Adult-Gerontology Acute Care Practice Guidelines	\$52.17 on Amazon.com (Will be used for other courses in the AGACNP program)

Recommended Resources (Optional):

- Publication Manual of the American Psychological Association: The Official Guide to APA Style, 7th ed.; American Psychological Association; ISBN: 978-1433832161; eBook ISBN: 978-1433832154
- Other resources may be suggested throughout the semester.

Special Course Notes:

- **Proctoring Notice:** *This course will utilize ProctorU for all exams. However, the exams will NOT utilize a live proctoring service but will utilize AUTO Proctoring. Do NOT contact ProctorU to reserve exam times. All exams will be accessed through Canvas at the appropriate day/time. You need

only to download the appropriate extension for the browser you will be using. You will need to have a webcam and microphone. If you are not able to provide these items, you must contact me by February 15, 2025, so we can arrange for you to take your exam on campus.

Please note that some issues could present when using the Proctor U Guardian browser. It is currently recommended to use the web extension available in Google Chrome. Select [this link](#) to download the web extension. Once you have the web extension downloaded, follow the steps below:

1. Select the blue owl in the upper right-hand corner of your webpage (if you do not see an owl icon, click on the puzzle piece icon and you should see it there)
2. Select the blue Login button.
3. Login with your ProctorU account or create an account with your Patriots email if you do not already have an account.
4. Finally, navigate to the exam and begin.

**If you get a page asking for an access code, this means you either do not have the web extension downloaded or have not logged into ProctorU. If you have any other issues, ProctorU Support is available for students at (855) 772-8678.

- **Alternate Locations:** We will be meeting on campus in Tyler, March 2025 for OSCE at the SON Simulation facility.
- **External Resources:** This course does not require external programs for assignments and assessments. Detailed instructions will be provided in class for each assignment. Exams are embedded in course.

Course Structure

This course is structured as an online asynchronous learning environment. The online nature of this class will push you to take an active role in the learning process. You will do this by engaging and collaborating with other students and the instructor on a regular basis through office hours and interactive case studies.

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.

5. **Use Canvas notification settings.** Pro Tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

Graded Course Requirements Information

Participation & Engagement

- This is an asynchronous course. As a facilitator, the instructor will deliver recorded lectures and make other resources available. However, you as a graduate student should take an active role in the learning process.

Exams

- Four Exams covering each of the four modules
- Exams are 50 multiple-choice questions
- Students must obtain an average grade of 80% on exams to pass the course
- Each exam is worth 10% and combined are weighted as 40% of the final grade

Grading Structure

Assignment	Percentage %
2 Case Scenarios with SOAP notes	30%
Exams (4 exams at 10% per exam)	40%
OSCE Case Study	30%
Total	100%

Grading Scale

- A - (90% or higher)
- B - (80 - 89%)
- C - (70 - 79%)
- D - (60 - 69%)
- F - (Below 60%)

Late Work and Make-Up Exams:

Generally, late work is not accepted past the assignment due date. However, extenuating circumstances are at times unavoidable and may apply. 5% will be deducted for each day an assignment is past due unless prior arrangements have been made with your course faculty. **EARLY COMMUNICATION IS ESSENTIAL!**

Attendance Policy (optional):

Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus". (You may copy or print the following information to include in your syllabus or use the links provided below.)

- [University Policy](#)
- [Student Resources](#)

Calendar of Topics, Readings, and Due Dates

Note: This tentative and subject as monitor page for deadlines. unlikely prolonged closing, or extended from the

		Gastrointestinal Issues in ICU	Dunn Ch 74, 75, 76, 47, 48, 49, 33, 31, 51, 60, 39, 40, 42, 4362, 63, 72, Required Lecture Recording Optional Resources
10	Mar 10- 14	Heme/ Oncological Issues in ICU Renal and Electrolyte Issues in ICU	Case scenario #2 Due 3/16
	Mar 17- 21	Spring Break	
11	Mar 24- 28	Prepare for OSCE	Module 3 Exam 3/24 OSCE (Live Case Scenario)
12	Mar 31- Apr 4	Toxicology Management Trauma and Burn Management	Module 4 Required Readings will be provided from separate resources
13	Apr 7- 11	Obstetrics in ICU Mental Health in ICU	
14	Apr 14- 18		Module 4 Exam 4/15

is a schedule, to change necessary – the course current In the event of a university an absence university,

adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.