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Fall 9-1-2018

## NRSG 259.01: Adult Nursing III

Pamela Boyd

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# NRSG 259, Adult Nursing III

# NRSG 261, Adult Nursing III Clinical

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Fall 2018

Class time: 8:00

Semester Credits: 3

Instructor: Pam Boyd MSN, RN

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Phone: 243-7919

Office: RM 303 River Campus

Office Hours: T,W 11:00-1:00 Thurs. 12-1

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## Course Description

This course builds upon previous knowledge of the nursing process and care of the patient experiencing acute and chronic disease alterations.

Pathophysiologic processes are discussed as related to evidence-based nursing interventions. Students apply the nursing process, nutritional therapy, and pharmacological therapy utilizing interdisciplinary practice to promote, maintain, and restore health across the adult lifespan.

## Expected Student Course Outcomes and Objectives

Upon completion of this course, the student will be expected to:

1. Promote an environment conducive to **Human Flourishing**, characterized by building a relationship with the patient in an effort to maintain human dignity, self-determination and growth, while meeting the healthcare needs of patient characterized by the student being able to:
  - a. Examine the pathophysiological impact of disorders in the chronically and acutely ill adult patient.
2. Understand rationale for **Nursing Judgments** used in planning and providing safe and effective patient care characterized by the student being able to:
  - a. Formulate physiological and psychosocial nursing diagnoses and interventions based on assessment of the ill adult including consideration of developmental stages, age, nutritional needs and cultural influences.
  - b. Demonstrate ability to develop, implement and evaluate nursing interventions and standardized teaching plans to meet the needs of acutely and chronically ill adult patients.
3. Demonstrate **Professional Identity** characterized by assessing personal behavior strengths and values affecting one's identity as a nurse while being responsible for personal actions, performance, and contributions as a member of the health care team, characterized by the student being able to:
  - a. Critique how optimal care of patients can be provided with awareness and sensitivity for demographically diverse characteristics.

## Required Text:

Medical-Surgical Nursing.  
Ignatavicius 8<sup>th</sup> Edition

Access to online ATI Nursing  
Education  
[www.atitesting.com](http://www.atitesting.com)

## Academic Conduct

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**All Students must practice academic honesty. Academic misconduct, including plagiarism, cheating, and classroom misconduct is subject to an academic penalty by the course instructor(s) and /or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online on Moodle or on the University website.**

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4. In ***Spirit of Inquiry***, function as a member of multidisciplinary health care team demonstrating the ability to evaluate self and work ethically with others in a diverse population, characterized by the student being able to:
  - a. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

## Course Policies and Course Evaluation

1. Policies related to attendance, tardiness, class participation, missed examinations or assignments, academic dishonesty, grading, Grade Appeal Procedure, and support services are included in the Nursing Student Handbook. It is the responsibility of each individual student to read and be familiar with the student handbook. You will be required to acknowledge that you have read and understand the student handbook.
2. Course requirements listed must be completed in order to pass the course. **A student must have a grade of at least 80% in order to receive a passing grade and continue in the nursing program.**
3. Regular attendance is expected at each class as part of professional behavior. In the event of a student being unable to attend class, prior notification to the faculty is appreciated and requested. Repeated absences from class will affect the student's professionalism grade.
4. Tests/quizzes are to be taken at the times they are scheduled. In the event a test must be missed, **prior notification to faculty member is required.** *Any quiz/exam missed without prior notification of the instructor will be graded as a "zero". No makeup exam/quiz will be allowed in this instance.* Arrangements will need to be made for testing with faculty member or testing center and will be allowed at the discretion of the instructor. Exams will be held in class or on Moodle at specified times listed in course outline. Unless specifically announced by the instructor, unit test, quizzes or exams are **NOT** open book or open note tests. Moodle quizzes/exams will be open for 24 hours.
5. Paperwork Due Dates: Late assignments will only be accepted if the student notifies the instructor **before** the due date- at the discretion of the instructor. An assignment that is more than 24 hours late, regardless of prior notification, will have a minimum 10% reduction to the final grade for that assignment.
6. All email correspondence must be made through an official university email account. No private emails will be responded to.
7. File naming protocol: When submitting files online (i.e. assignments) use the following protocol: *last name* followed by underscore followed by the *week* followed by *short title of document*. For example: Sillars\_W2\_assignment#1
8. Note: **Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances.**

### **Recording of Classes:**

Lecture recording is not allowed without prior consent of the instructor. In blended classes or distance learning classes, recorded lectures are not allowed to be re-broadcast in any way and any material discussed, in face to face classes or in on-line discussion groups, is considered confidential. If a student breaks this policy, it will be considered academic misconduct. It is an expectation that students will not share case studies/recorded case studies or recorded lectures with other classes as this is considered cheating and deprives the incoming class of valuable learning experience.

### **Students with Disabilities:**

Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator and to make appropriate testing arrangements. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability> or call 406-243-2243 (voice/text).

### **QSEN:**

QSEN (Quality and Safety Education for Nurses) is being integrated throughout the curriculum. This was initiated in fall 2012 with safety and will continue until all competencies have been integrated. QSEN has evolved from the landmark IOM report "To Err is Human" published in 2000.\* The six QSEN competencies are: safety, patient-centered care, teamwork & collaboration, evidenced-based practice, quality improvement, and informatics. There are a total of 162 KSAs (knowledge, skills and attitudes) associated with these six competencies that will be introduced throughout the curriculum. There will be QSEN classroom, clinical and/or simulation assignments that will address these competencies throughout the semester. QSEN written assignments should be concise but thorough. Outside resources are encouraged and they should be in APA format.

### **Methods of instruction:**

Online instruction: ATI learning series & testing  
Case studies  
Text and Selected reference readings  
Lecture and class discussion  
QSEN assignments

### **Method of Evaluation of Student Learning:**

Unit quizzes and exams  
ATI learning assessments  
Case Study discussion

QSEN assignments  
Professionalism/participation

## Breakdown of Grade

QSEN = 10%  
Exams (2) = 40%  
Moodle Quizzes = 35%  
Participation/Professionalism = 5%  
ATI Practice Assessments = 10%  
Clinical Evaluation – Must pass clinical to pass this class

### **Grading Scale**

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
Below 60% = F

**NOTE: In order to successfully complete this course and proceed in the RN program a student must earn a minimum of 80% and a 'passing' grade in the clinical component of the course NRS 261.**