

9-2013

## NRSG 262.02: Complex Care of the Adult Client

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### Recommended Citation

Jeppson, Daneen, "NRSG 262.02: Complex Care of the Adult Client" (2013). *Syllabi*. 306.  
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**MISSOULA COLLEGE UM  
DEPARTMENT OF NURSING  
Associate of Science Nursing Program**

**NRSG 262-02 Complex Care Needs of the Adult Client  
COURSE SYLLABUS  
Fall 2013**

**COURSE NUMBER AND TITLE:** NRSG 262 – Complex Care Needs of the Adult Client

**DATE REVISED:** 08/13

**SEMESTER CREDITS:** 4

**CLASS MEETING:** On-line All students are invited and encouraged to attend class on Thursday mornings from 0810-1000.

**CONTACT HOURS PER SEMESTER:**

Lecture hours per week: 2 (on line narrated power points & in-class Camstasia recording); however, all students are invited and encouraged to attend the Thursday morning class.

Clinical hours: Mondays per clinical instructor (90 required hours for the semester)

Clinical site: Marcus Daly Hospital 1200 Westwood Drive  
Hamilton, MT

A faculty from Missoula College UM-RN program will be onsite to provide guidance for clinical experiences.

As according to the Montana State Board of Nursing Standard # 24159.606, faculty to student ratio will be no greater than 1:10 in the clinical setting.

**PREREQUISITES:** Admission to the Associate of Science Registered Nursing Program for Missoula College UM.

**FACULTY CONTACT AND INFORMATION:**

**Daneen Jeppson, MSN, FNP Email: daneen.jeppson@umontana.edu**

Office number: 243-7863

Office Location: Griz House #3, "Faculty Offices"

Office Hours: Tuesday 2-4, Wednesday 2-4; and by appointment

**Clinical faculty: Heidi Etter BSN, RN Email:**

Cell phone:

## **COURSE DESCRIPTION:**

This course prepares the student to provide nursing care to adult clients experiencing acutely changing conditions in settings where outcomes are less predictable. Emphasis is placed on the nurse's response to emergent/life-threatening/rapidly changing conditions. Topics covered include collaborative therapeutic modalities related to acute/complex neurological, cardiac, respiratory, hematological, endocrinologic events, shock, sepsis/SIRS, complex burns, etc.

The clinical portion of the course will occur in medical-surgical, outpatient and ICU settings with clients who present with complex health concerns. The nursing process will provide framework for LPN to RN role development accompanied by advanced critical thinking and clinical problem solving skills. Clinical will be held @ Marcus Daly Hospital in Hamilton, MT.

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 with the competencies. There will be QSEN assignments that will be due throughout the semester. Due dates will be posted.

## **EXPECTED STUDENT PERFORMANCE GOALS AND OBJECTIVES:**

1. Professional Behaviors/Consistently apply professional behaviors expected of the profession of a registered nurse as characterized by the student being able to:
  - Consistently adhere to the standards of care for the professional registered nurse in caring for adult clients with acutely changing conditions with less predictable outcomes.
  - Demonstrate accountability for self-management of lifelong learning and RN role development.
2. Communication/Integrate essential communication skills to direct complex interpersonal and therapeutic relationships as characterized by the student being able to:
  - Implement and lead effective, therapeutic communication to clients, families and other members of the health care team to promote optimal outcomes for clients with complex needs.
  - Timely completion and accurate entry into the medical record with compliance to facility policy regarding confidentiality regulations

3. Assessment/Collect and analyze comprehensive health assessment data from various sources for the adult client with complex needs as characterized by the student being able to:
  - Demonstrate a systematic and holistic approach to physical assessment and competence in performing skills of inspection, palpation and auscultation.
  - Identify and analyze laboratory data and clinical manifestations of specific disease processes.
  - Prepare a comprehensive database\critical pathway paper for the complex adult medical/surgical client.
4. Nursing Judgment/Formulate, implement, evaluate and revise nursing care plans using critical judgment and evidence based practice as characterized by the student being able to:
  - Demonstrate the use of evidence-based or best practice to support clinical decision making.
  - Demonstrate use of the nursing process and critical thinking in clinical practice while developing RN nursing role competence
  - Discuss and demonstrate the Registered Nurse's response to emergent, life threatening, rapidly changing conditions.
5. Caring/Promote and direct a therapeutic physical and psychosocial environment for patients and health care team as characterized by the student being able to:
  - Demonstrate and direct support for the client and support person(s) facing complex health care alterations with less predictable outcomes.
  - Provide and direct nursing care to clients from diverse cultural, age and ethnic populations all while recognizing and using sensitivity, respect and dignity.
6. Managing Care/Collaborate with all members of the health care team to direct and supervise the implementation of the plan of care as characterized by the student being able to:
  - As a manager of care, create partnerships with clients, family and others in the health care team to protect, promote and optimize health to adult client with complex health care needs.
  - Demonstrate effective cost containment in the utilization of patient care resources.
7. Teaching/Provide and direct individualized teaching based on potential and actual client and family needs as characterized by the student being able to:
  - Identify individualized learning needs based on client preference, level of learning and assessment data
  - Formulate and implement an individualized teaching plan
  - Evaluate and revise teaching plan as needed.

## COURSE POLICIES AND COURSE/ CLINICAL 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 electronically acknowledge that you have read and understand the student handbook.
2. **Students are expected to make a proactive, consistent, active, and responsible effort to attend *all* clinical experiences as part of their professional behavior development. Students are expected to come to clinical prepared to discuss their selected patient(s) and plan of care with the instructor. Please see expected clinical behaviors in the student handbook. Failure to show for a clinical experience without prior notification to the instructor can result in a failure grade for the clinical portion of the course.**
3. Course requirements listed must be completed in order to pass the course. A student must have a grade of at least 80% in the didactic portion, in order to receive a passing grade. Students must receive a passing grade for the clinical **and** didactic component to pass the course.
4. Regular attendance is encouraged at each class. With online components, attendance will be reviewed by instructor via Moodle. In the event of a student being unable to attend class, prior notification to the faculty is appreciated and requested.
5. Quizzes/exams are to be taken at the times they are scheduled. Moodle quizzes will be open for 24 hours. In the event a quiz/exam must be missed, *prior notification to faculty member is required*. Arrangements will need to be made for testing with faculty member or testing center and **will be allowed at the discretion of the instructor**. Quizzes/exams will be held in class or on Moodle at specified times listed in course outline. *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*. Unless specifically announced by the instructor, unit test, quizzes or exams are **NOT** open book or open note tests. **Any suspicion of cheating will be handled per university policy (this includes students collaborating together by phone, email or in person on Moodle or in class quizzes/exams)**.
6. **Paperwork Due Dates:**
  - a. **All assignments are due at the time and due date indicated. Due dates and times will be listed on the course outline and on Moodle. It is the student's responsibility to complete these on time. I do not send out reminders. Late work, including exams, will NOT be accepted. IT MUST BE HANDED IN DURING THE FIRST 10 MINUTES OF CLASS ON THE DAY IT IS DUE. Emergencies and extenuating occurrences will be handled on an individual student basis. Please speak to the instructor **BEFORE** the due date if you suspect you may not be able to complete the work on time. Faculty has the final decision on whether or not to accept late assignments and circumstances must be extenuating. Repeated requests for extensions on course work due**

**dates will affect your professionalism grade and potentially your final grade for the class.** 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.

b. Students are expected to turn in all clinical paperwork/notebooks on time. Clinical paperwork is due per clinical instructor. **Clinical paperwork for this course is to be submitted electronically via school email or Moodle assignment section. This should be in a .doc or .docx document only. Please notify instructor if you use Moodle assignment section. Late clinical paperwork will not be accepted without prior approval of the instructor and will result in a “Failure” in the clinical portion of the course. Students who arrive unprepared for clinical will be sent home with an unexcused clinical absence. This will result in a “Failure” of the clinical portion of the class. Preparedness for the clinical experience will be determined by the clinical instructor/preceptor.**

7. **Note:**

**Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances.**

**Academic Conduct:**

All Students must practice academic honesty. Academic misconduct, including plagiarism 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. Students are encouraged to view the student conduct code.

**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:**

Students with disabilities may request reasonable modifications by contacting me. Please be prepared to provide a letter from your DSS Coordinator. 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).

### **Course Assessment Methods:**

Educational pursuits are constantly evolving and growing. As students expect to receive an evaluation of their progress in meeting outcomes and due dates, curriculum is also subject to constructive criticism and evaluation. Therefore, this course will be evaluated by students in the format of student evaluations. Staff at clinical sites will also be requested to provide feedback to improve curriculum and practices for higher levels of student achievement. The faculty highly values student feedback and welcomes all forms.

### **METHODS OF INSTRUCTION:**

- Online instruction (narrated power points)
- Camtasia recorded lectures on iTunesU (these are the in-class recordings)
- Camtasia recorded Case studies on iTunesU
- Selected reference readings
- NCLEX practice style questions
- ATI learning series & testing
- QSEN assignments

### **METHOD OF EVALUATION OF STUDENT LEARNING:**

#### **Theory:**

- Unit quizzes (Moodle)
- In-class exams
- ATI focused testing
- NCLEX practice style questions
- Case study discussion
- DVDs/videos on reserve in library
- QSEN assignments
- Professionalism/participation

#### **Clinical:**

- Clinical Daily log; SBAR; Nursing Care Plan; Clinical Reflection.
- Instructor evaluation of supervised clinical experience.

### **GRADE WEIGHTS:**

#### **Theory:**

ATI Practice/proctored Assessments (13)	10%
Unit Quizzes (10)	30%
Exams (4)	40%
Professionalism/Participation	10%
QSEN assignments (6)	10%

#### **Clinical:**

Acceptable/Non-acceptable grade. There will be a mid-term clinical evaluation as well as a final evaluation. The final evaluation will include the preceptor's evaluation of the student during the preceptor period.

**Grading Scale:**

90-100=A

80-89=B

70-79=C

60-69=D

Below 60=F

Successful completion of this course requires a minimum of an 80% (B). **Both the classroom and the clinical components of the course must be successfully completed in order to pass the class; therefore, you must receive at least an 80% in theory portion of the class and an “acceptable” clinical grade to pass the class.**

**REQUIRED TEXTBOOKS:**

Ignatavicius, D. and Workman, M. (2010). Medical-Surgical Nursing: Patient Centered Collaborative Care. (6<sup>th</sup> Ed). Elsevier

ATI materials

**SUGGESTED REFERENCES/TEXTBOOKS:**

Anatomy/Physiology textbook

Nursing dictionary of choice

Nursing drug book of choice

Nursing Diagnosis Handbook

NCLEX review book of choice

Nursing lab book of choice