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### **NRSG 232.01: Foundations of Nursing**

Wemdy Barker

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# NRSG 232

## Foundations of Nursing

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Fall 2017

Class time: Wednesday 1300-1550

Semester Credits: 3

Instructor: Wendy Barker, MSN, RNC

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Thursday 1000-1200

Or by appointment

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### Course Description

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and skills necessary for maintaining standard precautions, physical, psychological and nutritional safety, along with skills needed in therapeutic interventions. Students are introduced to the concepts of professional nursing, patient needs, safety, communication, teaching/learning, critical thinking, ethical-legal, rural nursing, cultural and ethnic diversity, and interdisciplinary patient-centered care.

### 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. Identify the RN's role in assessment, education, and support in health, and wellness, and the promotion of optimal health and nutrition across the life span incorporating cultural values.
2. Understand rationale for **Nursing Judgments** used in planning and providing safe and effective patient care under the supervision of registered nurse characterized by the student being able to:
  - a. Demonstrate the RN role in providing safe and effective patient care through the application of the nursing process.
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:

### Required Text:

Yoost, Barbara L. & Crawford, Lynne R. (2016). *Fundamentals of Nursing: Active Learning For Collaborative Practice*. Elsevier Inc.

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

### Recommended Text:

#### Any Nursing Diagnosis manual

Yoost, Barbara L. & Crawford, Lynne R. (2016). *Study Guide For Fundamentals of Nursing: Active Learning For Collaborative Practice*. Elsevier

Yoost, Barbara L. & Crawford, Lynne R. (2016). *Clinical Companion For Fundamentals of Nursing: Active Learning For Collaborative Practice*. Elsevier

### Recommended Website:

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- a. Identify professional behavior, communication, and interpersonal skills necessary to function as a member of the nursing profession and the healthcare team.
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.

## 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. For online components instructor will review attendance via Moodle. 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.

### **If you must miss a lab/class:**

1. If you miss one lab/class it is YOUR responsibility to become competent in the skill(s)/knowledge that you were not present to learn. It is an expectation that you gain competence in the skills/knowledge you missed through one of your peers within 7 days of missing the lab/class. You **MUST** be able to demonstrate competence through a skills check off with your instructor within 7 days of missing lab/class.

2. If you miss two labs/class, a student action plan will be initiated. Missing two labs/classes is considered a very serious risk to your program success. The action plan will require you to complete the requirements in step 1 **AND** may include additional lab hours as assigned and/or other assignments as necessary to ensure you are competent to move forward in the nursing program.

3. If you miss three labs/classes you will complete all the actions in steps 1 and 2 **AND** there may be the need for a faculty review to determine if there may be a need to take serious actions of remediation concerning your absences up to and including dismissal from the nursing program.

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:  
Barker\_W2\_assignment#1

8. 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, 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.

### **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.

### **Methods of instruction:**

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

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

Unit quizzes and exams  
ATI learning assessments and proctored assessments  
Case Study discussion  
Course and/or QSEN assignments  
Professionalism/participation

## **Breakdown of Grade**

Study guides or pre-lecture quiz (weekly) = 10%  
Exams (6) = 40%  
Assignments (6) = 20%  
ATI Post-test (27) = 20%  
ATI practice AND proctored assessments = 5%  
Participation/Professionalism = 5%

### **Grading Scale**

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

**NOTE: In order to successfully complete this course and proceed to semester II of the RN program a student must earn a minimum of 80%.**