Fall 9-1-2017

NRSG 291.01: ST - Complex Care Needs of the Adult Client

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MISSOULA COLLEGE UM
DEPARTMENT OF NURSING
Associate of Science Nursing Program

NRSG 291-01 Complex Care Needs of the Adult Client
COURSE SYLLABUS
Fall 2017

COURSE NUMBER AND TITLE: NRSG 262 – Complex Care Needs of the Adult Client
DATE REVISED: 06/26/2017
SEMESTER CREDITS: 4
CLASS MEETING: Thursday 08:10-10:00 AM Narrated power point lectures are on iTunesU.

CONTACT HOURS PER SEMESTER:
☐ Lecture hours per week: 2
☐ Clinical hours per week: 9
☐ Total clinical hours for semester are 90
☐ Clinical will be held on Mondays at St. Patrick Hospital from 0700-1630 and Fridays at Community Medical Center from 07:00-16:30. Students will spend 5 weeks at each hospital. Students will Four rural sites are available for 90 preceptor clinical hours. Students may apply for these rural sites.

St. Patrick Hospital and Health Sciences Center
500 West Broadway
Missoula, Montana 59801
406-543-7271

CMC
2827 Fort Missoula Road
Missoula, Mt. 59804
406-728-4100

Rural sites:
Clark Fork Valley Hospital 10 Kruger Rd Plains, MT
Barrett Hospital & Healthcare 600 MT Highway 91 South Dillon, MT
Cabinet Peak Medical Center Libby, MT
St. Lukes, Ronan, MT

☐ A faculty member from Missoula College-UM RN program will be onsite to provide guidance for SPH Monday clinical experiences. A faculty from Missoula College-UM RN program will be available by cell phone for all preceptor experiences.
☐ A faculty member from Missoula College RN program will be onsite to provide guidance for CMC Friday 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 University of Montana-Missoula College of Technology

FACULTY CONTACT AND INFORMATION:
Pamela Boyd MSN, FNP-C  Email:  pamela.boyd@mso.umt.edu
Office number:  243-7919  Cell phone: 406-531-0694 (clinical faculty for rural sites)
Office Location: Griz House #3, “Faculty Offices”
Office Hours: Tuesday & Wednesday 1-2, Thursday 12-1; also by appt.
Clinical Faculty: Pamela Boyd  email: pamela.boyd@mso.umt.edu
Cell phone: 406-531-0694
Office phone: 243-7919
Office location: Griz House #3 (GH03) Faculty offices
Office Hours: by appointment

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, complex burns, etc.

The clinical portion of the course will occur in medical-surgical, ED, 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. Three rural sites are available for 90 hour clinical preceptor.

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.

EXPECTED STUDENT PERFORMANCE OUTCOMES:

Upon completion of this course, the student will be expected to:
1. Promote a **Human Flourishing** environment characterized by advocating for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings characterized by the student being able to:

   a. 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.
   
   b. Timely completion and accurate entry into the medical record with compliance to facility policy regarding confidentiality regulations.
   
   c. Provide and direct nursing care to clients from diverse cultural, age and ethnic populations all while recognizing and using sensitivity, respect and dignity.
   
   d. 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.

2. Utilize **Nursing Judgment** by making judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context characterized by the student be able to:

   a. Demonstrate a systematic and holistic approach to physical assessment and competence in performing skills of inspection, palpation and auscultation.
   
   b. Identify and analyze laboratory data and clinical manifestations of specific disease processes.
   
   c. Prepare a comprehensive database/plan of care for the complex adult medical/surgical client.
   
   d. Demonstrate use of the nursing process and critical thinking in clinical practice while developing RN nursing role competence.
   
   e. Discuss and demonstrate the Registered Nurse’s response to emergent, life threatening, and rapidly changing conditions.

3. Demonstrate **Professional Identity** by implementing one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse. Be committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context characterized by the student being able to:

   a. 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.
   
   b. Demonstrate accountability for self-management of lifelong learning and RN role development.
   
   c. Demonstrate effective cost containment in the utilization of patient care resources.
d. Demonstrate and direct support for the client and support person(s) facing complex health care alterations with less predictable outcomes.

4. Embrace the *Spirit of Inquiry* by examining the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and by offering new insights to improve the quality of care for patients, families, and communities characterized by the student being able to:
   a. Demonstrate the use of evidence-based or best practice to support clinical decision making.
   b. Identify individualized learning needs based on client preference, level of learning and assessment data
   c. Formulate and implement an individualized teaching plan
   d. 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 dishonestly, 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. There is very limited availability of make-up dates. 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. I do not assign extra credit assignments.

4. **Regular attendance is expected 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. Repeated absences from class will affect the student’s professionalism grade (Please see professionalism rubric posted on Moodle and in student handbook).

5. **Exams/Quizzes** are to be taken at the times they are scheduled. Moodle quizzes will be open on Wednesdays for 24 hours (except the week after an in-class exam). In the event a test must be missed, **prior written notification to the 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, texting 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 SUBMITTED ELECTRONICALLY BEFORE 8:00 AM THE DAY IT IS DUE.** There will be an assignment section on Moodle for assignments to be uploaded. Please use this for your assignments. 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 at the discretion of the clinical instructor. Please see your clinical instructor for the appropriate due dates for your clinical paperwork. For rural clinical preceptor experience the paperwork will be due electronically by 0800 4 days following the end of each clinical experience. Clinical paperwork for this course is to be submitted electronically via school email. This should be in a .doc or .docx document only. **Late clinical paperwork will not be accepted without prior approval of the instructor and can 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 can 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 review 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/recording 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. 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](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 narrated powerpoints
- Classroom discussion/ TechRelay recorded lectures on Youtube (these are the in-class recordings)
- In class case studies
- 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/preceptor evaluation of supervised clinical experience.

Breakdown of Grade
ATI Practice Assessments 10%
Unit Quizzes 35%
Exams 40%
Professionalism/Participation 5%
QSEN assignments 10%
Clinical Evaluation tool Acceptable/Not Acceptable

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 MATERIALS:

ATI materials

SUGGESTED REFERENCE MATERIALS (all references must be from reputable, professional source):
Nutrition reference of choice
Care Plan book
NANDA nursing diagnoses
Nursing Drug reference of choice
Herbal Drug reference of choice
Nursing Dictionary of choice
Lab & Diagnostic reference of choice
Professional Nursing Journals
Anatomy & physiology, pathophysiology reference of choice
Pharmacology reference of choice