

NURS 352 Evidence-Based Fundamentals of Nursing**Abilene Christian University****Fall 2013**

NURS 352

Monday: 1 to 4 pm

3 credit hours

Classroom:

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ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

Course Description

Evidence-based Fundamentals of Nursing introduces students to the knowledge, judgment, skills, behaviors, and attitudes needed to understand and apply the evidence-based clinical reasoning, implementation, and evaluation within the nursing scope of practice.

Prerequisites

NURS 250 and admission to the School of Nursing

Co-requisites

NURS 320, NURS 330, NURS 350, NURS 351

Course Purpose and Audience

This course is required in junior Level 1 after students are admitted to the school of nursing. This course provides fundamental understanding and application of nursing science in the care of adult patients within complex health care systems.

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believe that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Teaching Philosophy and Christian Perspective

Faculty are responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service, and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believe that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believe that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources as a background for this course. The faculty invite the students to bring further resources in the semester discussion of faith in nursing practice.

Course Content

This course provides fundamental understanding and application of nursing science in the care of adult patients within complex health care systems. Content includes care of the adult patient in diverse health care environments, caring through the lifespan, clinical reasoning /critical thinking, professional standards, the scientific basis for nursing practice, the psychosocial needs of patients, fundamental human needs, and patients with special needs.

Student Learning Objectives

After successful completion of this course, the student will understand and apply to nursing practice:

1. As a novice, apply beginning clinical reasoning, scientific basis for nursing, and established evidence-based nursing competencies (knowledge, behaviors, judgments, skills, attitudes – KBJSA) to holistically address and prioritize simple adult and older adult preferences, values, and basic and special human needs.

2. As a novice, engage with patients (individuals, families, groups - IFG) in their care decisions, and demonstrate beginning communication skills and participate in shared decision making with the interprofessional health care team for the achievement of the highest potential and safe patient health outcomes.
3. As a novice, demonstrate basic knowledge of professional, legal, ethical, and regulatory standards for individual performance and identify elements of system effectiveness for safe nursing competencies (KBJSA), understand the decisions needed in the delegation of patient care to others, and state importance of the efficient use and allocation of health care resources.
4. As a novice, demonstrate beginning knowledge of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to patients (IFG) to ensure safety and quality, apply established evidence-based best practices, and the management of confidential information technology for seamless care and transition within health care systems.
5. As a novice, recognize professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
6. As a novice, describes the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient (IFGCP) advocacy, and participation in professional student nursing organizations.
7. As a novice, engages in self care and reflection to prepare for clinical demands, recognizes the importance of growth to professional competence within the program, and understands the need to participate in life long career and professional development.

Topical Outline

1. The patient and the health care environment
 - a. Historical context of nursing
 - b. Types of health care delivery systems
 - c. Theoretical foundations of nursing practice
 - d. Evidence-based practice
2. Nurses caring throughout the life span
 - a. Health Illness continuum
 - b. Caring in practice

- c. Developmental theories
 - d. Young, middle, and older adults
- 3. Clinical reasoning and critical thinking in nursing practice
 - a. Assessment, diagnosis, planning, implementing, evaluating nursing care
 - b. Managing changing priorities and multiple patients
- 4. Professional standards in nursing practice
 - a. Ethics and values
 - b. Legal implications in nursing practice
 - i. Nursing Practice Act
 - ii. Rules and Regulations
 - iii. Professional Standards
 - iv. Facility Policies and Procedures
 - c. Communication, patient education
 - d. Documentation and informatics
- 5. Scientific basis for nursing practice
 - a. Quality and safety in nursing practice
 - b. Infection prevention and control
- 6. Basic human needs
 - a. Activity and exercise
 - b. Hygiene
 - c. Oxygenation
 - d. Fluid, electrolyte, and acid based balance
 - e. Sleep
 - f. Pain management
 - g. Nutrition
 - h. Urinary and bowel elimination

7. Patients with special needs
 - a. Mobility and immobility
 - b. Skin integrity and wound care
 - c. Sensory alterations
8. Scriptural perspectives of caring for the aged
9. Professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence

Texts and Online Learning Resources

Ackley, B.J. & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care*. St. Louis: Mosby Elsevier.

Evolve. (2012). *Student resources*. Retrieved at <http://evolve.elsevier.com/Potter/fundamentals>

Ochs, G., LaMar, J. & Turchin, L. *Study guide and skills performance checklists for Potter/Perry fundamentals of nursing, 7th ed.* St. Louis: Mosby Elsevier.

Potter, P. A. & Perry, A. G. (2009). *Fundamentals in nursing, 7th ed.* St. Louis: Mosby Elsevier.

Course Activities

The student will be assigned weekly readings which are reinforced by written reflective and discussion. Class preparation of reading and audio/ video podcast s, will be required for active participation within the class time frame. Class time will be spent in faculty and guest lecture, discussion, in class projects, video presentations, demonstrations, and practice. Student mastery of content will be assessed by a variety of individual and group projects, individual competency, and course exams.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains concepts of diverse health care environments, professional standards, and the scientific basis for nursing practice.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Exams and written assignment averages greater than or equal to 80/100.
The student explains and analyzes caring through the life span, and clinical reasoning in nursing practice.	Exams, quizzes, concept maps, case studies, written reflection, other written	Exams and written assignment averages greater than or equal to

	assignments	80/100.
The student applies the understanding of the basic human needs, the psychosocial basis for nursing practice, and patients with special needs to nursing practice.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student completes a comprehensive, evidence-based care plan based on basic human needs.	Group comprehensive care plan	Score is greater than or equal to 80/100.
The student effectively communicates to peer learners and faculty essential concepts of the comprehensive evidence-based care plan.	Group comprehensive care plan presentation	Score is greater than or equal to 80/100.
Affective Competency Statements		
The student expresses a personal view of the Scriptural perspectives for care of the aged.	Written assignments, in class assignments	Score greater than or equal to 8/10
The student describes philosophies of professional values of caring, altruism, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency.	Written assignments, in class assignments	Score greater than or equal to 8/10

Final Course Grading Scale

900 to 1000 points = A

800 to 899 points = B

700 to 799 points = C

600 to 699 points = D

Below 600 points = F

Graded Course Elements

4 Unit Exams (100 points each; 50 questions each) 400 points

10 Quizzes (10 questions, 1 point each) 100 points

Comprehensive Final Exam (100 questions)	100 points
HESI Fundamentals Exam	100 points
10 in class activities (10 points each)	100 points
Evolve Practice Tests Fundamentals	100 points
Comprehensive care plan presentation	100 points
Total	1,000 points

Policies

Attendance and Participation

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. If a student accumulates more than 2 unexcused absences, an appointment with faculty is required for assistance to cover missed content. After the 3rd unexcused absence, the student is at risk for failure of the course. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

The first instance of cheating in any course in the program will result in a 0 for the assignment. A second incident will result in an F in the course, and dismissal from the program.

Dress Code

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Assignments

Exams

The unit exams will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for excused absences (see attendance policy). ***Students who score less than 80 on a unit exam will be assigned remedial work/testing at the discretion of the faculty. Students who score less than 480 points out of 600 after the four unit and comprehensive exams or less than 850 on the HESI Fundamentals exam will be assigned remedial work/ testing to be completed prior to the beginning of the next semester. The first score earned on each exam will be used in the calculation of the final course grade. A final course grade of a B or higher is recommended for successful completion of program requirements.***

Quizzes

Ten online quizzes will be given throughout the semester. The content for the quizzes will come from the reading and audio podcasts.

Class Activities

Students will work in groups of 2- 4 on in class activities that will provide opportunities to prepare for course exams. Students will be assigned case studies, select a creative format (concept map, diagram, mnemonic, or role play), or complete online module to demonstrate relationships and nursing application of content assigned for class time. The scores for 10 activities will contribute to the total course points. See Appendix A for rubric.

Evolve Practice Tests Fundamentals

Students will complete all assignments to ensure content mastery. An average score of all assignments and practice exams will contribute to the final grade.

Comprehensive Care Plan and Presentation

In groups of 2 or 3 students will select an area of basic human needs and develop a comprehensive care plan to share with the class. See Ackley & Ladwig Care Plan Constructor Tool and Appendix C for grading rubric. The students will present the essential concepts of the comprehensive care plan to the class and faculty on the day of scheduled content. See Appendix C for the grading rubric.

Appendix A: In Class Assignment Rubric

Rubric Component	2 points	1 points	.5 points	0
Identifies and summarizes all components of the problems/questions at issue.	Accurately identifies the problems/questions and provides a well-developed summary.	Accurately identifies the problems/questions and provides a brief summary.	Identifies the problem/questions and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
Identifies and assesses the quality of supporting data/evidence with list of references	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion with list of references	Examines evidence and questions the quality. Distinguishes between fact and opinion with list of references.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
Identifies and considers the influence of the context* on the issue	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify or consider any contextual issues.
Demonstrates higher level thinking by interpreting critical points of issues discussed	Accurately identifies the critical points of issues and provides robust discussion of multiples ideas of the issues	Accurately identifies the critical issues and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists information.	
Identifies and evaluates conclusions, implications, and consequences	Accurately identifies conclusions, implications, and consequences with a well-developed	Accurately identifies conclusions, implications, and consequences with a brief evaluative	Does not explain, provides inaccurate information, or merely provides a list of ideas; or	Does not identify or evaluate any conclusions, implications or consequences.

	explanation. Provides an objective reflection of own assertions. Total: 10	summary. Total: 5	only discusses one area. Total: 2.5	Total: 0
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Appendix C Comprehensive Grading Rubric

Appendix C Comprehensive Care Plan Presentation					
	Beginning 5 points	Developing 10 points	Accomplished 15 points	Exemplary 20 points	Score
Organization	Difficult to understand because there is no sequence.	Difficult to follow because student jumps to various topics	Presentation follows logical sequence, an area is omitted	Presentation follows an interesting, logical sequence, all content areas covered	
Content	Group does not have grasp and cannot answer questions	Group is uncomfortable with information and answers easy questions	Groups are at ease with expected answers, but fails to elaborate	Groups demonstrate full knowledge by answering all questions with full elaboration	
Graphics	Groups use superfluous graphics or none at all	Groups occasionally use graphics that rarely supports context	Group graphics relate to text and presentation	Group graphics explain and reinforce screen text and presentation	
Eye Contact	Group reads report with no eye contact	Group occasionally uses eye contact, but reads most of	Group maintains eye contact most of the time, but frequently turns to notes	Group maintains eye contact with audience seldom turning to notes	

		report			
Elocution	Group mumbles, pronounces terms incorrectly, and speaks too quietly to be heard throughout room	Groups' voices are low, pronounces words incorrectly, and audience has difficulty hearing presentation	Groups' voices are clear, pronounces most words correctly, most of the audience can hear the presentation	Groups' voices are clear, pronunciation is precise and accurate, all the audience can hear the content comfortably	
Total					

Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1	P & P Chapters 1,2,4,5 Read and audio pod casts	Course/Syllabus Orientation Care of patients in the health care environment Discuss professional roles and responsibilities Explain levels, regulation, and revenue of health care systems Explore the historical context and the theoretical foundations of nursing practice Understand evidence-based nursing practice, the four elements of a PICO question, and apply to nursing research article Post class Quiz 1	Quiz 1 Practice Test Assignment
Week 2	P & Chapters 16,17,18 Quiz 2 Read and audio	Discuss techniques, sources, and organization of a nursing assessment of an adult patient Write nursing diagnoses based on the assessment data of adult patients. Identify sources of diagnostic error	Quiz 2 Practice Test Assignment

	pod casts	Explain 5 preparatory activities for the implementation of safe and effective nursing care	
Date	Pre Class Preparation	In Class Assignment	Assignment due dates
Week 3	P & P Chapters 19,20,21 Read and audio pod casts Quiz 3	Define interdisciplinary care plan Explain the responsibility of the nurse for delegating and supervising others Analyze the 5 elements of the evaluative process Differentiate quality improvement and outcomes management Described leadership skills to develop in nursing education	Quiz 3 Practice Test Assignment
Date	Pre Class Preparation	In Class Assignment	Assignment due dates
Week 4	P & P Chapters 37, 38,8 Read and audio pod cast Quiz 4	<i>Activity & Exercise</i> Discuss principles of safe patient transfer/positioning, and a comprehensive care plan for patients with activity and exercise needs <i>Safety</i> Describe how unmet patient needs threaten safety Develop a comprehensive care plan/teaching plan for a patient whose safety is threatened Caring in Nursing Practice Explain the role of caring in the nurse patient relationship and how an ethic of care influences nurses' decision making	Exam I Quiz 4 Practice Test Assignment
Week 5	P & P Chapters 11,31,40 Read and audio pod cast	Critical Thinking in Practice <i>Developmental Theories</i> Discuss nursing implications for the application of development principles to patient care	Quiz 5 Practice Test Assignment

	Quiz 5	<i>Stress and Coping</i> Describe the general adaptation syndrome Develop a comprehensive care plan/teaching plan for a patient coping with stress Differentiate acute stress disorder and post traumatic stress syndrome <i>Oxygenation</i> Review the physiological processes of ventilation, perfusion, and exchange of respiratory gases Discuss the effect a patient's level of health, age, lifestyle, and environment on oxygenation Identify potential clinical outcomes of disturbances in cardiac conduction, altered cardiac output, impaired valvular function, myocardial ischemia, and impaired tissue perfusion Differentiate hyperventilation, hypoventilation, hypoxemia Develop a comprehensive care plan/teaching plan for a patient with oxygenation needs	
Week 6	Chapters 22,23, 41 Read and audio pod cast Quiz 6	Professional Standards in Nursing Practice and Basic Human Needs Describe 4 basic principles in the ANA code of ethics Distinguish an ethical problem from other types of problems Discuss guidelines for ethical process and decision making Explain concepts of federal issues, state statutory issues, civil and common law issues in nursing practice. <i>Fluid, Electrolyte and Acid-Base Balance</i> Describe the distribution, composition, movement, and regulation, common disturbances of body fluids, electrolytes, and acid base balances Explain clinical manifestations, laboratory studies, and nursing implications for fluid, electrolyte, and acid base	Quiz 6 Practice Test Assignment

		imbalances	
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 7	P & P Chapters 27, 28, 42 Read and audio pod cast Quiz 7	<i>Self-concept</i> Discuss evidence-based practice applicable to identity confusion, disturbed body image, low self esteem, and role conflict Explore how the nurse's self concept and actions affect the patient's self concept and self esteem Apply nursing process to promote a patient's self concept Sexuality Discuss nurse's role in maintaining or enhancing a patient's sexual health Develop a comprehensive care plan/teaching plan for a patient with alternations in sexuality Sleep Explain the effect of the 24 hour sleep wake cycle has on biological function Develop a comprehensive care plan/teaching for a patient with sleep disorders	Exam 2 Quiz 7
Week 8	P & P Chapters 6, 29, 43 Read and audio pod cast Quiz 8	<i>Health and Wellness</i> Discuss the nurse's role in health and illness Explain three levels of preventive care and types of risk factors Explore holistic health models and concepts related to health behaviors <i>Spiritual Health</i>	Quiz 8 Practice Test Assignment

		Contrast the concepts of religion and spirituality Perform an assessment of a client's spirituality Develop a nursing care plan/teaching plan to promote spiritual health <i>Pain Management</i> Describe the physiology of pain, components of a pain assessment, guidelines for selecting and individualizing pain interventions Discuss nursing implication for non pharmacological and pharmacological pain interventions Identify barriers in pain management	
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 9	P & P Chapters 9, 44, 50 Read and audio pod cast Quiz 9	<i>Culture/Ethnicity</i> Describe social and cultural influences on health, illness, and caring patterns Describe steps toward developing cultural competence Identify nursing interventions that achieve culturally congruent care <i>Nutrition</i> Establish a plan of care to meet the nutritional needs of patients Identify current dietary guidelines for the general population Discuss primary methods of nutritional assessment Care of Surgical Clients Explain the concept of perioperative nursing care Discuss assessment data of the pre-operative patient Design a preoperative teaching plan Develop a comprehensive care plan/teaching plan for a	Quiz 9 Practice Test Assignment

		postoperative patient	
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 10	P & P Chapters 45,46 Read and audio pod cast Quiz 10	<i>Urinary Elimination</i> Compare common alternations in urinary elimination Develop a comprehensive care plan/teaching plan for a patient with problems related to urinary elimination Discuss nursing implications to reduce urinary tract infection Explain nursing measure to promote normal micturition and reduce episodes of incontinence <i>Bowel Elimination</i> Describe common alterations in bowel elimination Develop a comprehensive care plan/teaching plan for a patient with problems with bowel elimination and bowel diversion Explain a bowel training program for an adult patient	Exam 3 Quiz 10 Practice Test Assignment
Week 11	P & P Chapters 47, 49 Read and audio pod cast Quiz 8	<i>Mobility and Immobility</i> Explore physiological/psychosocial changes associated with issues of mobility and immobility Develop a comprehensive care plan/teaching plan for a patient with immobility and issues with mobility <i>Sensory Alternations</i> Discuss the relationship of sensory function to a patient's level of wellness, common causes of sensory alterations, assessment of sensory status, sensory deprivation, and sensory overload Explore ways to maintain a safe environment for a patient with sensory deficits Develop a comprehensive care plan/teaching plan for a	Quiz 8 ATI Assignment

		patient with sensory deficits	
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 12	P & P Chapters 10, 48 Read and audio pod cast	<i>Caring for Families</i> Examine current trends in the American family Explain how the relationship between family structure and patterns of functioning affect the health of individuals with the family and the family as a whole Apply the nursing process to provide for the health care needs of a family <i>Skin Integrity and Wound Care</i> Discuss the physiologic process and factors that impede or promote wound healing Differentiate nursing care of an acute and chronic wound Develop a comprehensive care plan/teaching plan for a patient with impaired skin integrity	Quiz 9 Practice Test Assignment
Week 13	P & P Chapter 30 Read and audio pod cast	<i>Loss, Grief, and Death</i> Identify the nurse's role is assisting patients experiencing loss, grief, or death Identify types of grief, and characteristics of a patient in grief Develop a comprehensive care plan for a patient and family experiencing loss and grief Discuss the grief of the nurse when caring for dying patients Describe care of the body after death	Quiz 10 Practice Test Assignment
Week 14	Prepare for Final	Comprehensive Review	Exam 4 Practice Test Assignment

Week 15	Prepare for Final	Comprehensive Review HESI Fundamentals Exam	
Week 16		Comprehensive Final	Final Date and Time TBA