

NURS 498 Nursing Capstone**Abilene Christian University****Spring 2015**

NURS 498

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

Nursing Capstone, a writing intensive course, integrates all nursing competencies in complex multiple patient care situations for individual and health care system effectiveness.

Prerequisites

Completion of Level III requirements

Co-requisites

NURS 475, NURS 476,

Course Purpose and Audience

This course is required in the final semester in the school of nursing. This course facilitates understanding and application of nursing skills in the professional care of patients within a variety of settings, and will support integration of competencies required of professional nurses. The integration of professional affective characteristics as an advanced beginner will be evaluated.

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, 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 opportunities to demonstrate understanding and application of nursing science in the care of patients in a variety of settings within health care systems.

Student Goals

After successful completion of this course, as a novice to advanced beginner, the student will:

Provider of Patient Centered Care

1. As an advanced beginner, applies and evaluates clinical reasoning , and evidence based nursing competencies (KBJSA) to holistically address and prioritize multiple simple to complex patient (IFGCP) preferences, values, and needs.

Patient Safety Advocate

2. As an advanced beginner demonstrate accountability for professional, legal, ethical, and regulatory standards for individual performance and system effectiveness for safe nursing competencies (KBJS), implementing and evaluating the delegation of patient (IFG) care to others, and the efficient use and allocation of health care resources.

Member of Health Care Team

3. As an advanced beginner, collaborate with patients (IFGCP) and the interdisciplinary health care team with effective communication skills and shared decision making for the achievement of the highest potential and safe patient health outcomes.
4. As an advanced beginner, apply an understanding of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care of multiple patients (IFGCP) to ensure safety and quality, and the management of confidential information technology for seamless care and transition in complex health care systems.

Member of the Profession

5. As an advanced beginner, integrate 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 an advanced beginner, promotes 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 an advanced beginner, engages in self care and reflection to prepare for clinical demands, envisions growth to professional competence, and understands the need to participate in life long career and professional development.

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

American Association of Colleges of Nursing. (Aug 2008). *Cultural competency in baccalaureate nursing education*. Retrieved from <http://www.aacn.nche.edu/education/pdf/competency.pdf>

American Association of Colleges of Nursing. (Nov 2008). *The essentials of baccalaureate education for professional nursing practice*. Retrieved from <http://www.aacn.nche.edu/Education/essentials.htm>

- Benner, P. (2001). *From novice to expert: Excellence and power in clinical practice*. Upper Saddle River, NJ: Prentice Hall Health.
- Carlson, K. K., Ed. (2009). *AACN advanced critical care nursing*. St. Louis: Saunders Elsevier.
- Evolve. (2011). *HESI comprehensive review for the NCLEX-RN examination, 3rd ed.* St. Louis: Elsevier.
- Evolve. (2009). *Student resources*. Retrieved at <http://evolve.elsevier.com/AACN/advanced>
- Evolve. (2010). *Student resources*. Retrieved at <http://evolve.elsevier.com/Perry/skills>
- Evolve. (2012). *Student resources*. Retrieved at <http://evolve.elsevier.com/Zerwekh>
- Evolve. (2012). *Student resources*. Retrieved at <http://evolve.elsevier.com/Iggy/>
- Ignatavicius, D. D. & Workman, M. L. (2010). *Medical-surgical nursing: Clinical decision-making study guide*. St. Louis: Saunders Elsevier.
- Ignatavicius, D. D. & Workman, M. L. (2010). *Medical-surgical nursing: Patient-centered collaborative care, 6th ed.* St. Louis: Saunders Elsevier.
- Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*. Retrieved from <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>
- Interprofessional Education Collaborative. (2011). *Core competencies for interprofessional collaborative practice*. Retrieved from <http://www.aacn.nche.edu/Education/curriculum.htm>
- Macmillian. (2011). *Prep-U*. Retrieved at <http://www.prep-u.com/about/overview.php>
- Perry, A. G. & Potter, P. A. (2010). *Clinical nursing skills & techniques, 7th ed.* St. Louis: Mosby Elsevier.
- Quality and Safety Education for Nurses. (2011). *Competency KSAs (pre-licensure)*. Retrieved From http://www.qsen.org/ksas_prelicensure.php

Riegelman, R. K. & Albertine, S. (2008). *Recommendations for Undergraduate Public Health Education*. Retrieved from

<http://www.aptrweb.org/resources/pdfs/Recommendations.pdf>

Texas Board of Nursing. (2010). *Differentiated essential competencies (DECs) of graduates of Texas nursing programs evidenced by knowledge, clinical judgments, and behaviors: Vocational (VN), diploma/associate degree (diploma/ADN), baccalaureate degree (BSN)*.

Retrieved from <http://www.bne.state.tx.us/nursingeducation/info.html>

Zerwekh, J. & Garneau, A. Z. (2012). *Nursing today: Transition and trends*. St. Louis: Elsevier Saunders.

Course Activities

This course that meets 45 hours over the 15 week semester. The student will participate in preparation and completion activities for the comprehensive program exit exam, and written assignments to demonstrate achievement of course and program student learning outcomes.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains concepts of clinical reasoning, holistic, comprehensive assessment of patients, culturally sensitive competencies, and evidence based nursing competences (KBJSAs) in complex settings.	Exams, quizzes, assignments	Exams and written assignments averages greater than or equal to 80/100.
The student applies the understanding the health illness continuum, accountability of professional, legal, ethical, and regulatory standards for individual performance and system effectiveness to nursing practice in complex care settings.	Exams, quizzes, assignments	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student explains and analyzes assessment data, responds to emerging data, and prioritizes care appropriately in simple to complex multiple patient (IFGCP) issues.	Exams, quizzes, assignments	Exams and written assignment averages greater than or equal

		to 80/100.
The student applies basic principles of health care policy, finance, and regulatory environments by coordination, evaluation, and modification of care to ensure safety and quality, apply established evidence based best practices, and the management of confidential information technology for seamless care and transition.	Exams, quizzes, assignments	Score is greater than or equal to 8/10 or 80/100.
Affective Competency Statements		
The student integrates a personal view of the Scriptural perspectives of integrity and truth in the care of patients in complex health care settings.	Written assignments, e portfolio	Score greater than or equal to 8/10 or 80 to 100
The student integrates professional values of caring, altruism, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency in the care of patients in complex health care settings.	Written assignments, e portfolio	Score greater than or equal to 8/10 or 80 to 100
The student engages in self care in preparation 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.	Written assignments, e portfolio	Score greater than or equal to 8/10 or 80 to 100

Final Course Grading Scale

450 to 500 points = A

400 to 449 points = B

350 to 399 points = C

300 to 349 points = D

Below 300 points = F

Graded Course Elements

Comprehensive Exit Exam	100 points
NCLEX Review Course	100 points
Portfolio	200 points (40%)
Prep U Computerized Adaptive Testing	100 points
Total	500 points

Policies

Progression

For successful completion of this course, the student must earn at least a 900 on the Hesi Comprehensive Exit exam. Three attempts will be given. The grade of 900 will contribute 100 points toward the final course grade. All NCLEX Review Course assignments will be completed with an average grade to contribute to the course points. Completion of Prep U with mastery of all major content areas will contribute to the final course grade. Finally, the student will complete an electronic portfolio for 40% of the final grade to demonstrate analysis and completion of all program student learning outcomes.

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. 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. **Attendance is required to the planned NCLEX review course offered in Week 13 of the course.**

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 the program will result in a 0 for the assignment. A second incident in the program 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.

Exams

A score of 900 is required to pass the Capstone course. The *HESI Comprehensive Review for the NCLEX-RN* is used as a study guide. Three attempts will be given. If a 900 is not achieved on the Exit, the Capstone course will need to be repeated in a summer session.

NCLEX Review Course Assignments

All assignments in the NCLEX Review Course is preparation for the HESI Exit. The average of all quizzes, exams, and assignments will contribute to the final course grade.

Prep U

This online adaptive testing tool allows the student to demonstrate mastery of essential content. The student will be assigned content areas throughout the semester.

E Portfolio

The student will organize created materials throughout the program, and provide a typed 3 page analysis as evidence for achievement of each of the 7 program student learning objectives. See Appendix A for the **ACU Writing Assessment Rubric**.

Organization and Content (50%)	
This paper is a superior response to the assigned topic. The ideas are perceptive and fully developed. The thesis is clear, narrowed, and focused. The thesis is fully supported by the body paragraphs. Body	

paragraphs have excellent structure and supporting detail.	Excellent 50 points
This paper is an adequate to good response to the assigned topic. The ideas are somewhat insightful and moderately developed. The thesis is adequate and somewhat focused. Most paragraphs have a controlling idea, a clear paragraph structure, and adequate supporting detail.	Pass 40 points
This paper is an inadequate response to the assigned topic because of any of the following: a controlling idea is absent or unclear; the controlling idea is not sufficiently supported; ideas are confused or disconnected; the body paragraphs have serious structural problems.	Fail <40 points
Diction and Style (25%)	
The essay shows impressive stylistic control. The language is accurate, sophisticated, and impressive. The vocabulary expresses ideas with unusual precision. The varied sentence structure communicates complex ideas effectively.	Excellent 25 points
The essay has a moderately clear style, an adequate range of word choice, good tone, and some sentence variety.	Pass 20 points
The essay has an ineffective style, limited word choice, unclear tone, or poor sentence structure. Errors in diction may suggest illiteracy in English language.	Fail <20 points
Language Use and Mechanics (25%)	
The paper demonstrates complete command of standard English and APA format. There are few, if any, errors in grammar, punctuation, or usage.	Excellent 25 points
The paper demonstrates a moderate command of standard English. Errors in grammar, punctuation, or usage do not seriously interfere with a reader's understanding of the paper.	Pass 20 points
The paper demonstrates little command of standard English. Major errors or repeated minor errors in grammar, punctuation, or usage	

interfere with a reader's understanding of the paper.	Fail <20 points
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Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1		Course Orientation Discussion of course requirements NCLEX Review Course Prep U Orientation	
Week 2		Review Course Assignments Prep U	
Week 3		Review Course Assignments Prep U	
Week 4		Review Course Assignments Prep U	
Week 5		Review Course Assignments Prep U	
Week 6		Review Course Assignments Prep U	
Week 7			HESI Exit 1
Week 8		Portfolio Preparation	
Week 9		Portfolio Preparation	
Week 10		Portfolio Preparation	
Date	Pre Class Preparation	In Class Assignment	Assignment Due

			Dates
Week 11		Portfolio Preparation	HESI Exit II
Week 12		Portfolio Preparation	
Week 13		NCLEX Review Course	Portfolios Due
Week 14			HESI Exit III
Week 15			
Week 16			