Course Number and Title: GNUR 238 Foundations of Nursing Practice
Number of Credits: 5 (Theory 3 Lab 2)
Meeting Schedule:
Section 001 – Tuesday/Thursday 8:30 am – 9:45 am Dumbach Hall Room 234
Section 003 – Tuesday/Thursday 10:00 am – 11:15 am Dumbach Hall Room 4
Section 004 - Tuesday/Thursday 10:00 am- 11:15 am Mundelein Center Room 307
Section 007 – Tuesday/Thursday 8:30 am – 9:45 am Dumbach Hall Room 227

Faculty Contact Information:

Laura Robbins-Frank MSN, RNC, CCNS/APN  (Sections 004 & 007)
Instructor
Marcella Niehoff School of Nursing
Loyola University Chicago
6439 N. Sheridan Road
BVM, Office 902
Chicago, IL 60626
lrobbins1@luc.edu
** preferred method of communication**

Nancy Stell, MSN, RN, CPN (Sections 001 & 003)
Instructor
Marcella Niehoff School of Nursing
Loyola University of Chicago
6439 N. Sheridan Road
BVM Office 903
Chicago, IL 60626
nstell@luc.edu
Office Hours: T/TH 12 – 2 pm

Prerequisites: Biology 152

Co-requisites: none

Course Description:
This course introduces basic nursing concepts, including physiologic and safety needs, physical assessment, and fundamental nursing skills. Students are prepared for the professional role of the
registered nurse. Students learn the foundations of clinical practice using the ANA Standards of Practice and Professional Performance.

**Course Outcomes:** Upon completion of this course the student will:

1. Demonstrate behaviors of a professional nurse.
2. Systematically obtain a complete health history.
3. Demonstrate principles of documentation for professional nursing practice.
4. Demonstrate a physical assessment utilizing the techniques of inspection, percussion, palpation, and auscultation to evaluate all body systems.
5. Recognize deviations from normal assessment findings.
6. Demonstrate clinical reasoning skills to identify nursing diagnoses based on a health assessment.
7. Perform essential nursing interventions in a safe, competent manner.
8. Apply evidence-based practice guidelines to nursing care.

**Teaching methods:**
Active engaged learning strategies that include but are not limited to discussion, media presentations, case studies, journal articles, laboratory practice and competencies. Lecture is used solely to introduce concepts to the students.

**Evaluation:**
**Grading Scale-** There will be NO rounding of grades in this course

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>75-76</td>
</tr>
<tr>
<td>D+</td>
<td>72-74</td>
</tr>
<tr>
<td>D</td>
<td>69-71</td>
</tr>
<tr>
<td>F</td>
<td>68 and below</td>
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</table>
## Course Grade Evaluation: Weighted Amount Of Total Grade

<table>
<thead>
<tr>
<th>Course Evaluation</th>
<th>Weighted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Clinical Quizzes</td>
<td>6%</td>
</tr>
<tr>
<td>Exam I</td>
<td>20%</td>
</tr>
<tr>
<td>Exam II</td>
<td>20%</td>
</tr>
<tr>
<td>Exam III</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Patient Interview /Narrative Note</td>
<td>1%</td>
</tr>
<tr>
<td>Health History Assignment Part 1</td>
<td>2%</td>
</tr>
<tr>
<td>Health History Assignment Part 2</td>
<td>2%</td>
</tr>
<tr>
<td>Focused Case Study Group Project</td>
<td>2%</td>
</tr>
<tr>
<td>Kaplan Focused Reviews</td>
<td>2%</td>
</tr>
<tr>
<td>Kaplan Content Mastery Exam</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Required course materials:

2. Medical Dosage Calculations: June Olsen, Emeritus, RN, MS, College of Staten Island
   Anthony Giangrasso, Ph.D., La Guardia Community College
   Dolores Shrimpton Patricia Dillon
3. Pearson My Nursing Lab
4. Lab Kit

**Please note** Pearson has bundled the required texts and My Nursing Lab as a custom package. This Pearson custom package is only available through the Loyola University Bookstores, and the custom package pricing reflects a significant savings.

### Recommended Course Materials:


### Course Evaluation Expectation:

It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.
**Academic Integrity Statement:**

Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing Handbook)
Syllabus Addendums:

Specific Class Policies and Expectations
1. Students are expected to conduct themselves in a professional manner at all times during class. Students who do not conduct themselves in a professional manner will be asked to leave the classroom.
2. Students are expected to arrive to class on time. Class will begin promptly at the designated time and faculty or guest lecturer will not repeat information already discussed for individual(s) who arrive late. Students who arrive late and are disruptive will be asked to leave the classroom.
3. Students are expected to come to class having read and studied the assigned readings. Students are expected to actively participate in class discussions regarding the course content.
4. Some classes in this course may be conducted online and there will be no face to face class on that day/time. Online classes will consist of a posted asynchronous lecture. It is the responsibility of the student to listen to this lecture. Online classes are the same as face to face classes, meaning the content has the same weight in its importance and inclusion on the examination.
5. Questions related to course content can be asked during class, before or after class or during class breaks, and during office hours or by appointment. Questions can also be posted at any time in the appropriate discussion forum in the discussion board in Sakai.
6. Students are expected to submit questions pertaining to course topics via the appropriate discussion boards and NOT via e-mailing the instructors directly for two reasons.
   1) By posting questions in Sakai, all students can learn from each other’s questions and the answers. Previously posted questions and answers can be read to see if your question has already been asked and answered.
   2) Faculty receive numerous emails each day from students, other faculty, University administration, outside agencies, and some junk mail and email from a student can be accidentally overlooked or deleted. When posting questions in Sakai, new postings are clearly marked, questions are organized in discussion forums according to course topics, and are accessible to all students for the duration of the course.
7. Simply asking or posting questions is NOT appropriate. Answers are usually already provided in the posted lectures, in class or in course content provided online or in the assigned readings in the course textbooks. Questions, will be answered if you explain, based on your review of course materials and required readings, what you think you understand about a topic and specifically what you do not understand. Also, students must review prior posts to see if their question has already been asked and answered.
8. If a student needs to discuss something other than questions related to course content they may send an email. Emails are the preferred method communication. Emails will be answered in a timely manner within 48 business hours. Therefore, if an email is sent at 2 am on Saturday morning it may not be answered until the Tuesday following the Saturday.

Sakai

1. This course will use Sakai. It is the expectation that students are familiar with the basic operation of Sakai (i.e., how to view grades in grade book, download lectures, download handouts, etc.).
2. The syllabus and all lecture content will be posted in Sakai using the Course Schedule. Computers are welcome in the classroom for class use only. Should students desire to have printed lecture handouts, do so before class. No handouts will be distributed during class.
3. All grades will be posted in the grade book in Sakai.
4. All course deadlines and assignments can be found on the Course Schedule in Sakai.
Course Assignments and Submission

All assignments are to be submitted as defined in the assignment and by the date and time specified. Assignments improperly submitted will incur a 10% deduction. Assignments submitted late, will be subject to 10% per day deduction-weekend days included. Course work submitted more than 72 hours late will not be accepted and a zero (0) will be added to the grade book for the assignment.

Patient Interview

- You are to interview someone 21 or older regarding biographical data, past medical history, and personal and social history. Full instruction can be found in the course calendar in Sakai.

Health History and the Nursing Process – Part 1 and 2

- **Part 1** – Interview and documentation. You are to interview someone who is at least 50 years of age or older, full instructions can be found in the course calendar in Sakai.
- **Part 2** - Integrating Nursing problems/diagnosis, outcomes and interventions. Full instructions and due dates can be found on the calendar in Sakai.

Focused Case Study

- Students will be given a case study and working in groups students will:
  1. Decide on the appropriate focused physical assessment needed, based on the patient history and identifying the correct assessment points for the appropriate system assessments
  2. Write 2 appropriate nursing diagnoses based on the patient history, develop appropriate patient outcomes, and write 3 nursing interventions for each problem identified to assist the patient to achieve the outcomes and to evaluate the process.
  3. Present to the class their case study and the above written material in a creative fashion.
  4. Documented on the provided case study worksheet and turn in as group on the day of the presentation

- The work on the case study will occur outside of the class period
- The groups will present their patient to the rest of the class during the last class sessions
- The group presentation will be graded by the students’ peers as well as the instructor.

Class Examinations (Examination #1, #2, #3, Final)

- During exams, all books, notes, book bags, computers, etc. must be placed in the front of the room. All cell phones and other electronic devices must be turned off and placed in the front of the room. **Any student who has a cell phone or other electronic device or any information related to course content on or near them during an exam will be escorted from the room and will receive a grade of zero for that exam. Eating is not allowed during exams. Exams and answer sheets must be returned before leaving the classroom.**
  - If the instructor suspects academic integrity, the instructor will take the student’s exam and escort them from the room. **THERE will be NO discussions at that time. The student retains the right to meet with the instructor to discuss the matter, but the instructor retains the right to give the student a zero for the exam.**
  - Students may use **ONLY** a basic four point non programmable calculator (NO Texas Instrument Calculators allowed) for the drug dose calculations. If you forget to bring this basic calculator, or
have a programmable calculator of any sort, on the day of an exam, it will be confiscated and you will not be allowed to use any other device for your exam
- There is no sharing of calculators during an exam
- Students are expected to take exams at the times scheduled. Makeup exams will only be given for a just cause (e.g. an illness that prevents the student from attending class or a death in the immediate family) with notification of the course faculty before the beginning of the exam that a student will be absent from and with written documentation provided when the makeup exam is taken. It is the student's responsibility to schedule a makeup exam with the faculty as soon as the student is back on campus or in clinical. Written documentation supporting the reason for taking an exam at a time other than the scheduled exam day and time must be submitted at the time the makeup exam is taken. It is the student's responsibility to follow through and see that the documentation is submitted. Ten points will be deducted per day (weekends included) for exams taken late without an approved excuse and written documentation.
- When reviewing exams, notes must not be taken related to the questions on the exams. Leaving the classroom/office with an exam or answer sheet or taking notes related to questions on the exam is considered academic dishonesty with consequences as stated in the Undergraduate Student Handbook. Seeking or giving information related to questions on an exam or an assignment that a student has not yet completed is academic dishonesty and will be treated as such.
- Students may review their exams for up to three weeks after the date of the exam by scheduling an appointment with the instructor.
- Students may not review their previous exams prior to the final exam.
- If students have a question regarding an exam question; the student may submit their concern in writing via email in a respectful manner, with 3 points of evidence from a reputable source to support their claim.

Kaplan Testing Overview

The Kaplan and Lippincott Williams & Wilkins Integrated Testing Program and Focused Reviews Program are comprised of a series of online tests and remediation resources designed to evaluate and assist in the further development of the nursing knowledge of students in an undergraduate nursing program with the goal of achieving success on then RN NCLEX leading to RN licensure. These tests are designed to test basic nursing content as well as students’ critical thinking skills.

The Focused Review Tests are presented in the NCLEX-RN® user interface format: multiple-choice questions with four possible answer choices, radio button selection, and a pop-up calculator. The Focused Review Tests are practice tests of basic nursing content. They may be paused, resumed, and taken multiple times. Traditional explanations are provided for all Focused Review Tests, as are remediation explanations. The explanations discuss why the correct answer is correct and why the distracters are incorrect.

The purpose of the integrated tests is to evaluate knowledge of key concepts and major topics taught in a basic nursing curriculum. Constructs, such as critical thinking and making nursing judgments, are essential themes embedded in all tests. The tests assess the ability of students to use the components of the nursing process within major content and conceptual areas. The tests strategically include questions of varying difficulty levels to assess students’ ability to apply the nursing process to client needs, problems, and frequently encountered situations. The tests are designed to challenge basic nursing
students and provide feedback regarding students’ ability to recall information, understand concepts, set priorities, and make nursing judgments.

The Integrated Tests question interface is similar to the test interface used on the NCLEX-RN® exam. Students see a question stem with answer choices, a pop-up calculator, and a countdown clock. Students’ progress forward through the test and are not able to return to questions they already answered. Students click the radio button next to their selected answer choice. To move to the next question, students select the Next tab. To finish the test, students select the Quit tab.

**Understanding Test Scores**

The Kaplan/LWW Integrated Testing Program test results include a total percent correct and a percentile rank. The total percent correct is a raw score that provides limited information. To best evaluate an individual student’s score, information about the number of students who had scores above and below the raw percent score is needed. The additional information determines the relative position of the individual’s raw score. The percentile rank for a raw score is the percentage of individuals in the total norm group who achieved scores at or below the individual’s score. An individual’s percentile rank describes his/her exact position compared with the norm group. A score that is identified by its rank is called a percentile. The higher the percentile rank, the better a student performed on the test. A student that performed on the 85th percentile performed better than 85% of the students in the norm group. A student that performed on the 49th percentile performed better than only 49% of the students in the norm group. This student is in the bottom half when compared with the norm group.

**Note:** Percentile rank is a more accurate indicator of performance than the raw percentage to determine students’ success on individual tests. It takes into account the difficulty level of an individual test.

**Kaplan Grading**

Integrated Testing scores and remediation resources total possible points = 10

**Test scores: 0 to 5 points**

<table>
<thead>
<tr>
<th>Raw Score Percentage</th>
<th>Percentile Rank</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater than 68%</td>
<td>60th percentile and higher score</td>
<td>5 points</td>
</tr>
<tr>
<td>66% - 68%</td>
<td>50th to 59th percentile score</td>
<td>3 points</td>
</tr>
<tr>
<td>64.5% - 65.5%</td>
<td>40th to 49th percentile score</td>
<td>1 point</td>
</tr>
<tr>
<td>64% or less</td>
<td>Below 40th percentile score</td>
<td>0 points</td>
</tr>
</tbody>
</table>

Use of remediation explanations for specialty tests: 0 to 5 points

- Access all explanations for minimum of 40 sec each: 5 points
- Access explanations for questions missed for minimum of 40 sec each: 3 points
- Access explanation for half the questions for minimum of 40 sec each: 1 point
  (That means if there are 75 questions you will need to answer at least 38 questions)

**Academic Progression**

Please refer to the MNSON Undergraduate Nursing Student Handbook

**This syllabus and weekly schedule may be adapted and updated as needed at the discretion of the instructor.**