



**Nursing Education Program  
NUR 102 – Fundamentals of Nursing Syllabus**

**I. NUR 102 – Fundamentals of Nursing**

Theory	3 credit hours
Lab	2 credit hours
Clinical	1 credit hour
Total	6 credit hours
<b>Total contact hours – 12</b>	

**II. Class Meeting Dates/Times/Location**

See Blackboard

**III. Clinical Dates/Times/Location**

See Schedule

**IV. Instructor, Contact Information, Contact Policy, Office Hours/Location**

See Blackboard for faculty contact information

**V. 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 theories basic to the art and science of nursing. The role of the nurse as a member of the healthcare team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with common health alterations.

**Prerequisite Courses**

None

**Co-Requisite Courses**

NUR 103 Health Assessment

NUR 104 Introduction to Pharmacology

BIO 201 Human Anatomy and Physiology

MTH 100 Mathematical Applications (or higher) (NOTE: MTH 116 is not acceptable)

**VI. Textbook(S) and Other Learning Resources**

Adams, M., & Holland, L. N. (2009). *Pharmacology for nurses: A pathophysiologic approach* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.

Berman, A. J., & Snyder, S. J. (2012). *Kozier & Erb's fundamentals of nursing: Concepts, process, and practice* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Wilkinson, J. M., & Ahern, N. R. (2009). *Nursing diagnosis handbook* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Wilson, B., Shannon, M. T., & Shields, K. M. (2012). *Nurse's drug guide 2012*. Upper Saddle River, NJ: Pearson.

Codes for MyNursingLab and online Medical Terminology course (included in bundle)

NUR 102 Lab supplies student kit (purchased through Meridy's)

## VII. Level I Objectives

At the completion of Level I, the associate degree nursing student will be able to:

1. Demonstrate competency in performing basic skills for individuals with common health alterations.
2. Utilize foundational knowledge of the communication process in providing nursing care for clients across the lifespan.
3. Apply foundational knowledge of the nursing process in providing nursing care for clients across the lifespan.
4. Utilize critical thinking skills in formulating a plan of care for clients with common health alterations in a variety of settings.
5. Utilize a teaching/learning plan for culturally diverse clients with common health alterations in a variety of settings.
6. Develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process.
7. Utilize relevant technology for client care and documentation.
8. Demonstrate professional behaviors associated with nursing.

## VIII. Instructional Goals

1. **Cognition:** Comprehend knowledge of nursing fundamentals and the nursing process.
2. **Performance:** Apply knowledge of nursing fundamentals and the nursing process in a simulated and clinical environment.

## IX. Course Outcomes

1. Assess vital signs.
2. Utilize the nursing process and critical thinking skills.

## X. Professional Competencies/Objectives

### Module A – Safety

A1.0 Promote safe and secure environment.

#### A1.1 Provide environmental safety and security.

- A1.1.1 Identify safety risk factors.
- A1.1.2 Explain body mechanics risk factors.
- A1.1.3 Explain positioning, transfer, and ambulation.
- A1.1.4 Define environmental hazards.
- A1.1.5 Identify safety restraints.
- A1.1.6 Explain guidelines and risk factors for using safety restraints.
- A1.1.7 Explain the process of using safety restraints.
- A1.1.8 Identify the hazards of immobility.
- A1.1.9 Identify the nurse's role in disaster management.
- A1.1.10 Identify issues related to risk management.
- A1.1.11 Explain the importance of risk management.

#### A1.2 Demonstrate aseptic techniques.

- A1.2.1 Identify types of asepsis.
- A1.2.2 Explain medical and surgical aseptic procedures including isolation.
- A1.2.3 Explain the chain of infection.
- A1.2.4 Explain the infectious process.
- A1.2.5 Explain the consequences of infection.
- A1.2.6 Explain the inflammatory process.
- A1.2.7 Identify diagnostic values related to inflammation and infection.

A1.2.8 Identify OSHA guidelines for healthcare providers, including isolation.

A1.2.9 Identify standard precautions.

**A1.3 Demonstrate reporting procedures and techniques for safety and security.**

A1.3.1 Identify measures that ensure a secure environment.

A1.3.2 Define documentation processes for safety and security.

A1.3.3 Explain the process of reporting breaches in safety and security.

**Module A Clinical/Lab Skills**

1. Safety and security measures
2. Wound care
3. Restraints
4. Body mechanics
5. Range of motion
6. Positioning, transfer, and ambulation
7. Assistive devices
8. Hand washing
9. Personal protective equipment
10. Safety documentation and reporting procedures
11. Isolation techniques

**Module B - Integumentary System Alterations**

**B1.0 Provide care for clients with selected integumentary system alterations.**

**B1.1 Assess a client for selected integumentary system alterations.**

B1.1.1 Explain the anatomy and physiology of integumentary system.

B1.1.2 Define terms associated with integumentary system alterations.

B1.1.3 Identify causes of integumentary system alterations.

B1.1.4 Describe diagnostic tests for selected integumentary system alterations.

B1.1.5 Describe selected integumentary system alterations.

B1.1.6 Interpret clinical manifestations to determine necessary care for selected integumentary system alterations.

**B1.2 Develop a nursing care plan to provide care for a client with selected integumentary system alterations.**

B1.2.1 Describe the pharmacological agents for selected integumentary system alterations.

B1.2.2 Describe nutritional considerations for treating selected integumentary system alterations.

B1.2.3 Identify treatment modalities for selected integumentary system alterations.

**B1.3 Implement a nursing care plan to provide care for a client with selected integumentary system alterations.**

B1.3.1 Describe the process for implementing a nursing care plan to treat selected integumentary system alterations.

**B1.4 Evaluate the effectiveness of interventions for a client with integumentary system alterations.**

B1.4.1 Identify expected outcomes of treatment modalities for selected integumentary system alterations.

B1.4.2 Use critical thinking to prioritize management of care.

**Module B Clinical/Lab Skills**

1. Use of relevant technology for client care and documentation
2. Therapeutic baths
3. Hot and cold applications
4. Wet to dry dressings
5. Skin assessment
6. Wound assessment
7. Topical medications

## 8. Decubitus care

### **Module C – Activities Of Daily Living**

#### **C1.0 Assist clients with activities of daily living.**

#### **C1.1 Given scenarios and various clinical settings demonstrate assisting clients with activities of daily living.**

- C1.1.1 Describe typical activities of daily living.
- C1.1.2 Explain the process of providing hygiene.
- C1.1.3 Identify special equipment for activities of daily living.
- C1.1.4 Explain how to assist with toileting needs.
- C1.1.5 Identify equipment and techniques to assist with mobility.
- C1.1.6 Identify measures to maintain skin integrity.
- C1.1.7 Describe measures that promote a therapeutic environment.

#### **Module C Clinical/Lab Skills**

1. Bathing
2. Bed making
3. Hygienic care
4. Toileting
5. Assisting with ambulation
6. Assistive devices

### **Module D – Vital Signs**

#### **D1.0 Assess vital signs.**

#### **D1.1 Assess vital signs.**

- D1.1.1 Define terminology related to assessing vital signs.
- D1.1.2 Identify equipment used for measuring temperature.
- D1.1.3 Explain the process for assessing temperature.
- D1.1.4 Identify equipment used for measuring pulse (central and peripheral).
- D1.1.5 Explain the process for measuring pulse (central and peripheral).
- D1.1.6 Identify equipment used for measuring respiration.
- D1.1.7 Explain the process for measuring respiration.
- D1.1.8 Identify equipment used for measuring blood pressure.
- D1.1.9 Explain the process of measuring blood pressure.
- D1.1.10 Identify assessment tools for measuring pain.
- D1.1.11 Explain the process of measuring pain.
- D1.1.12 Recognize abnormal findings.
- D1.1.13 Explain the relationship between vital sign measures.

#### **D1.2 Document vital signs.**

#### **D1.2.1 Describe considerations for documenting vital signs.**

#### **Module D Clinical/Lab Skills**

1. Terminology
2. Temperature
3. Pulse
4. Respiration
5. Blood pressure
6. Pain assessment
7. Equipment
8. Interpreting
9. Documentation and reporting

### **Module E – Therapeutic Communication Skills**

#### **E1.0 Use therapeutic communication skills.**

**E1.1 Establish a therapeutic nurse-client/family relationship.**

- E1.1.1 Explain confidentiality.
- E1.1.2 Define the nurse-client/family relationship.
- E1.1.3 Explain the process of establishing and maintaining an effective nurse-client/family relationship.

**E1.2 Demonstrate effective communication skills.**

- E1.2.1 Define communication.
- E1.2.2 Define therapeutic and non-therapeutic communication.
- E1.2.3 Differentiate between therapeutic and non-therapeutic communication.
- E1.2.4 Identify barriers to effective communication.
- E1.2.5 Explain how to overcome barriers to effective communication.
- E1.2.6 Identify basic concepts related to teaching and learning activities.
- E1.2.7 Describe considerations for performing teaching and learning activities.

**E1.3 Document and report client information.**

- E1.3.1 Identify information to record.
- E1.3.2 Describe types and categories of documentation consistent with organizational policy.
- E1.3.3 Explain the process of reporting and documenting client information.

**E1.4 Demonstrate professional communication among members of the healthcare team.**

- E1.4.1 Identify strategies to promote professional communication among healthcare team members.

**Module E Clinical/Lab Skills**

1. Interaction analysis with client/family
2. Documentation in the medical record
3. Provide and receive client reports
4. Professional communication with healthcare team

**Module F – Professional Behavior****F1.0 Demonstrate professional behaviors.****F1.0 Demonstrate professional behaviors.**

- F1.1 Given scenarios and various clinical settings, demonstrate professional behaviors associated with nursing.
  - F1.1.1 Describe nursing from a historical perspective.
  - F1.1.2 Identify the educational career paths available to nurses.
  - F1.1.3 Describe competencies associated with each level of nursing.
  - F1.1.4 Define the roles of the nurse as a provider of care, manager of care, and member of the discipline of nursing.
  - F1.1.5 Identify the professional behaviors expected of nurses.
  - F1.1.6 Identify caring behaviors associated with nursing.
  - F1.1.7 Differentiate the scope of practice for LPNs and RNs as related to teaching and learning activities for the client, family, and community.
  - F1.1.8 Explain the importance of adhering to standards of nursing practice.
  - F1.1.9 Explain legal and ethical issues related to nursing.
  - F1.1.10 Explain the importance of adhering to nursing program and healthcare facility policies and procedures.
  - F1.1.11 Describe the consequences of substance abuse by healthcare providers.
  - F1.1.12 Describe the nurse's responsibilities in maintaining an environment free of substance abuse.
  - F1.1.13 State the roles of regulatory agencies, accrediting bodies and professional organizations related to nursing.

**Module F Clinical/Lab Skills**

1. Standards of care
2. Confidentiality

3. Work ethic
4. Dress and appearance
5. Adherence to program/agency policies and procedures

### **Module G – Providing Needs-Based Care**

#### **G1.0 Provide needs-based care according to Maslow's Hierarchy.**

- G1.1 Given scenarios and various clinical settings, provide needs-based care for client/family.
  - G1.1.1 Define Maslow's Hierarchy of Needs.
  - G1.1.2 Describe needs throughout the lifespan.
  - G1.1.3 Explain the impact culture and ethnicity can have on care during the lifespan.
  - G1.1.4 Explain how spirituality can impact care during the lifespan.
  - G1.1.5 Explain how sexuality can impact care during the lifespan.
  - G1.1.6 Explain how anxiety, stress, and adaptation affect homeostasis throughout the lifespan.
  - G1.1.7 Describe the effect of grief and loss throughout the lifespan.
  - G1.1.8 Describe considerations for recording client care.

#### **Module G Clinical/Lab Skills**

1. Prioritizing nursing care
2. Individualizing care based on client's needs
3. Documenting and recording
4. Post-mortem care

### **Module H – Nursing Process and Critical Thinking**

#### **H1.0 Utilize the nursing process and critical thinking skills.**

##### **H1.1 Apply the nursing process.**

- H1.1.1 Define the nursing process.
- H1.1.2 Identify the steps of the nursing process.
- H1.1.3 Identify data required for assessment and documentation.
- H1.1.4 Explain the process for gathering assessment data.
- H1.1.5 Explain the process for developing a nursing diagnosis using North American Nursing Diagnosis Association (NANDA).
- H1.1.6 Review data to develop an acceptable NANDA nursing diagnosis.
- H1.1.7 Define the process for identifying goals.
- H1.1.8 Define a measurable goal.
- H1.1.9 Identify nursing interventions related to goal attainment.
- H1.1.10 Explain considerations for evaluating goal attainment.

##### **H1.2 Demonstrate critical thinking while providing nursing care.**

- H1.2.1 Define the critical thinking process.
- H1.2.2 Use the critical thinking process to make decisions.

#### **Module H Clinical/Lab Skills**

1. Developing nursing care plans
2. Documenting and recording

### **Module I – Comfort, Sleep, And Rest Management**

#### **I1.0 Manage comfort, pain, sleep, and rest.**

##### **I1.1 Given scenarios and various clinical settings provide comfort measures for pain management, sleep and rest promotion.**

- I1.1.1 Define terms associated with comfort, pain, sleep, and rest.
- I1.1.2 Explain techniques to promote comfort.
- I1.1.3 Explain techniques to manage pain.
- I1.1.4 Explain the process of promoting sleep.
- I1.1.5 Explain the process of promoting rest.

**11.2 Apply the nursing process to manage comfort, pain, sleep, and rest.**

- 11.2.1 Explain the application of the nursing process in managing comfort, pain, sleep, and rest.

**Module I Clinical/Lab Skills**

1. Hot and cold applications
2. Relaxation techniques
3. Managing environmental factors
4. Time management and organizational skills
5. Nursing process
6. Documenting and recording

**Module J – Nutrition/Fluid Balance****J1.0 Provide nutrition/fluid balance.****J1.1 Apply the nursing process to providing nutrition/fluid balance across the lifespan.**

- J1.1.1 Identify nutrition and fluid intake and output requirements across the lifespan.
- J1.1.2 Describe nutrition and fluid balance.
- J1.1.3 Differentiate between the value of various types of nutrients.
- J1.1.4 Explain roles of nutrients in the body.
- J1.1.5 Identify diagnostic values related to nutrition and fluid balance.
- J1.1.6 Identify food sources for nutrients.
- J1.1.7 Explain types of therapeutic diets.
- J1.1.8 Explain the relationship of prescribed diet to nutritional/fluid balance.
- J1.1.9 Identify equipment for measuring nutrition and fluid intake and output.
- J1.1.10 Calculate nutritional/fluid intake and output.
- J1.1.11 Explain the process of monitoring client nutritional intake and output.
- J1.1.12 Explain documentation requirements for nutrition and fluid intake and output.

**J1.2 Demonstrate various methods for enteral and parenteral feeding.****J1.2.1 Define enteral feedings.**

- J1.2.2 Identify equipment used for enteral feedings.
- J1.2.3 Explain the procedure for initiating enteral feedings.
- J1.2.4 Explain the procedure for inserting a nasogastric tube.
- J1.2.5 Define parenteral therapy.
- J1.2.6 Describe equipment requirements for parenteral therapy.
- J1.2.7 Describe the types, purposes, operations of various GI tubes.

**Module J Clinical/Lab Skills**

1. Intake and output
2. Gastric intubations
3. Enteral and Parenteral feedings
4. Therapeutic diets
5. Blood glucose monitoring
6. Lab values
7. Feedings
8. Gavage
9. Lavage
10. Nursing process
11. Documenting and recording

**Module K – Maintaining Oxygenation****K1.0 Maintain oxygenation.****K1.1 Maintain airway.**

- K1.1.1 Define terms associated with oxygenation.
- K1.1.2 Explain the physiology of oxygenation.
- K1.1.3 Explain the process of oxygen administration.

- K1.1.4 Explain the process of nasopharyngeal suctioning.
- K1.1.5 Explain the process for specimen collection.
- K1.1.6 Identify diagnostic values related to oxygenation.
- K1.1.7 Explain pulse oximetry.
- K1.1.8 Explain the process of connecting a pulse oximeter.

**K1.2 Demonstrate emergency techniques.**

- K1.2.1 Identify emergency techniques for restoring oxygenation.
- K1.2.2 Explain the process of using various emergency techniques for restoring oxygenation.

**K1.3 Apply the nursing process to maintaining oxygenation.**

- K1.3.1 Explain the process of applying the nursing process to maintaining oxygenation.

**Module K Clinical/Lab Skills**

1. Pulse oximeter
2. Nasopharyngeal suctioning techniques
3. Specimen collection
4. Lab values
5. CPR course completion
6. Oxygen administration
7. Recording and documenting
8. Nursing process

**Module L – Elimination**

**L1.3.1 Explain the process of applying the nursing process to maintaining oxygenation.**

**L1.1 Provide interventions to promote, maintain, and restore bowel/bladder elimination.**

- L11.1.1 Define terms associated with elimination.
- L1.1.2 Identify procedures for assisting with bowel/bladder elimination.
- L1.1.3 Identify equipment used for different types of catheterization.
- L1.1.4 Explain the procedures for different types of catheterization.
- L1.1.5 Identify types of bladder irrigation.
- L1.1.6 Identify equipment used for bladder irrigation.
- L1.1.7 Explain the procedures for bladder irrigation.
- L1.1.8 Identify types of specimen collection.
- L1.1.9 Identify equipment used for specimen collection.
- L1.1.10 Identify techniques for specimen collection.
- L1.1.11 Identify types of enemas.
- L1.1.12 Identify equipment used for different types of enemas.
- L1.1.13 Explain the procedures of performing an enema.
- L1.1.14 Explain procedures for removing fecal impactions.
- L1.1.15 Identify the types of ostomies.
- L1.1.16 Identify equipment used for different types of ostomy care.
- L1.1.17 Explain the procedures for types of ostomy care.

**L1.2 Apply the nursing process to promote, maintain, and restore elimination.**

- L1.2.1 Explain the process of applying the nursing process to promote, maintain, and restore elimination.

**L1.3 Document and report interventions.**

- L1.3.1 Explain the process of documenting and reporting interventions related to bowel/bladder eliminations.

**Module L Clinical/Lab Skills**

1. Catheterizations
2. Catheter care
3. Care of urinary diversions
4. Bladder irrigations
5. Specimen collections



6. Ostomy care
7. Enemas
8. Fecal impaction removal
9. Nursing process
10. Documenting and recording

### **Module M – Aging Process**

#### **M1.0 Explain issues associated with the aging process.**

##### **M1.1 This module is measured cognitively.**

- M1.1.1 Define terms associated with the older adult
- M1.1.2 Explain biological, sociological and psychological theories of aging.
- M1.1.3 Explain the most common psychosocial changes faced by older adults in various cultures.
- M1.1.4 Explain current social problems/issues concerning the older adult.
- M1.1.5 Describe the most common methods of financing health care for the older adult population in the country.
- M1.1.6 Describe the most common changes in physical appearance, body system alterations and the nursing implications.
- M1.1.7 Explain ways in which the older adult can promote and maintain good health.

### **XI. Evaluation and Assessment**

Students are required to comply with the JSCC Academic Honesty Code. The complete student handbook is available for download at [www.jeffstateonline.com](http://www.jeffstateonline.com).

#### **Academic Honesty Code**

All students enrolled in Jefferson State Community College are expected to conform to the College's Academic Honesty Code. That code requires all students act with integrity in the performance of their academic work. Any student who fails to act with integrity in the performance of his academic work may be charged with a violation of the Academic Honesty Code.

Violations of the Academic Honesty Code include, but are not limited to, the following:

1. Looking on another student's paper during a test or examination or communicating in any way with anyone other than the test administrator.
2. Using unauthorized materials and/or devices in the preparation of any assignment or in the taking of any tests or examinations.
3. Having in the immediate testing area materials and/or devices not expressly authorized by the test administrator.
4. Accepting or providing unauthorized assistance in the preparation of assignments or the taking of any tests or examinations.
5. Submitting as your own work essays, term papers, lab reports or other projects which have been prepared by others.
6. Obtaining, possessing, or gaining knowledge of answers to a current test or assignment before it has been distributed to the class and without the knowledge and consent of the instructor.
7. Gaining, without authorization, access to the work of another student. (Example: accessing the computer file of another student).
8. Plagiarizing (presenting as one's own the ideas, the data and/or the words of another).
9. Inventing data or information in the preparation of assignments except when such invention is expressly authorized.
10. Violating supplementary academic honesty codes, which have been adopted and approved in individual divisions of the college and distributed to students within those divisions.

Penalties for violation of the Academic Honesty Codes and Disciplinary Procedures are outlined in the Jefferson State Community College Student Handbook under the section labeled "Academic Honesty Code".

### Code of Student Conduct

Jefferson State Community College recognizes that students are both citizens and members of the academic community. Upon enrolling in the college, each student assumes an obligation to conduct himself in a manner compatible with the College's function as an educational institution. Students are expected to obey both the statutes of local, state, and federal government and the College's policies. The College may discipline a student for violating its standards of student conduct even though the student is also penalized by the local state, and federal authorities for the same act.

The Code of Student Conduct and established disciplinary procedures apply to individual students, as well as formal groups of students, and state the function of students, faculty, and administrative staff members of the College in disciplinary proceedings. The College has jurisdiction for disciplinary purposes over a person who was a student at the time he allegedly violated the College's policies.

*Recording devices may only be used at the permission of the individual instructor. Instructors have the right to refuse lecture recording. The use of recording devices to record lecture is strictly for use in this course and cannot be disseminated elsewhere.*

*The use of electronic devices that provide internet access is limited to current course materials.*

#### A. Grading Scale:

The grading system that is stated by the College for determination of "A", "B", etc., that is:

- A - 90 - 100
- B - 80 - 89
- C - 75 - 79
- D - 60 - 74
- F - Below 60

#### B. Theory component

Students must achieve a 75% (C) on the theory component of the course and pass clinical experiences in order to pass the course. A clinical failure constitutes a course failure. Students may not progress to the next semester nursing courses if they do not achieve a 75% average.

Theory grades will be calculated by dividing the student's points achieved by the total points possible. These points will include content exams, a comprehensive final exam, assignments, pop quizzes, and classroom activities.

#### C. Course test policies

Students are expected to carry out all assigned work and to take examinations at the class period designated by the instructor. The following test policies apply to all nursing courses:

1. The student must inform the instructor either directly or through a message left in the Nursing Office or by Blackboard email, if he/she is unable to take the test at the scheduled time. Failure to do so may result in a **zero** for that test, and the student may be ineligible to take the makeup exam. Arrangements to make up missed work due to excused absences must be initiated by the student within a week of the absence. Make-up tests may be given at the end of the semester. Students may be required to present a valid JSCC student ID in order to complete any makeup exam.
2. Students may be unable to take an exam if more than 15 minutes have passed since the test was started.
3. The instructor will not answer any questions once the exam has begun. If a clearly identified mistake is noted (ex. a typo), the student will raise his/her hand and the instructor will respond.
4. Students who miss make-up test(s) or fail to schedule make-up test(s) will receive a **zero** for the missed test(s).
5. Computerized testing may be taken on the student's home computer or in the computer lab at any campus as designated by the instructor. Computerized testing is a privilege granted to the student to allow the student more schedule flexibility. Students are expected to maintain academic honesty during testing. Faculty reserve the right to delete any tests that appear to

- be compromised. Duplication of any online test is prohibited and can result in discipline outlined in the Academic Honesty Policy.
6. Computerized quizzes and assignments are not eligible for make-up since they are offered over a specified time frame. All computerized quizzes and assignments that are missed will go into the grade book as "0".
  7. During test reviews, there will be no discussion regarding answers. Any student who wishes to challenge an answer should do so in writing or email, providing the specific rationale, reference information, and page number within 48 hours of the exam. However, this procedure in no way suggests that the instructor will accept the rationale as provided.
  8. Test reviews are available for all tests at a time designated by the faculty. Students who miss the scheduled review sessions are not given additional opportunities for review.
  9. Pop quizzes may be administered at any time during a scheduled class meeting. Pop quizzes may be between 1-5 points in value and are included in the total points possible for the course grade. Students must be present at the beginning of the pop quiz in order to take it and receive points.
  10. No bonus points or additional coursework will be given as extra credit.
  11. Only items supplied by the instructor, excluding pencils, are allowed on the desk during testing. All personal student items will be placed in a faculty designated area during testing. Faculty reserve the right to restrict other items.
  12. No cell phones or electronic devices of any kind will be allowed on your person during an exam or test review. Students violating this policy will receive a "0" for the test and/or failure for the course.
  13. The Academic Honesty Code prohibits any student from fabricating an excuse to miss an exam and for any student to talk about, give hints, or offer any information to those who need to take a makeup.
  14. Faculty will make every effort to accurately post grades and provide students with a method for determining their individual progress. Faculty may post course averages throughout the semester, but students are responsible for monitoring their own progress. Any average posted is subject to change and no average or final grade is official until the grades are posted on JSCC's Banner.

#### **D. Clinical component:**

Students must maintain the following criteria in order to attend clinical lab experience:

1. An up to date Medical record
2. Evidence of current nursing student liability insurance
3. Current Certification in CPR (BLS-C) at the health care provider level
4. Satisfactory level of health
5. Adherence to established dress code
6. Current health insurance

#### **Failure to comply will result in dismissal from the clinical facility and a grade of "F" on the clinical evaluation form in all applicable objectives.**

A clinical grade of "Satisfactory" is required to pass the nursing course successfully. The following ratings can be given for the student's performance: "Satisfactory or "Unsatisfactory," and "Not Observed." Behaviors are designated as Critical Behaviors or Professional Behaviors. Three (3) "U's" in any critical behavior objective or professional behavior objective on 3 separate clinical experiences will constitute failure of the course due to inability to meet clinical/course objectives regardless of the theory grade. The result of an 'F' in clinical will result in the student being unable to progress. The faculty will share the evaluation(s) with the student prior to the next scheduled clinical experience. The faculty and student will sign and date the evaluation(s) and make any pertinent comments.

#### **S = Satisfactory**

Student demonstrated knowledge and preparation in performing all aspects of the behavior

**U = Unsatisfactory**

Clinical behavior and/or work is either unsafe, inconsistent, or inadequate in meeting all aspects of the performance described in the behavior. When a U is given for the first time, the student is given specific criteria required to convert the U to a S.

**NO = Not Observed**

May be given for a behavior that is not observed

**Consequences of Unsatisfactory Behaviors:**

1. If a student receives a "U" during a clinical experience, he/she may be dismissed from that clinical session,
2. Three (3) "U's" in any one objective are grounds for immediate termination from the currently enrolled nursing course, regardless of theory grade, due to failure to meet required clinical/course objectives and will result in inability to progress within the nursing program,
3. Faculty have the right to withdraw a student from the clinical setting due to unsatisfactory behavior that jeopardizes the health and/or safety of the client, staff, faculty, and/or other students.
4. Dismissal and permanent removal from the program may occur in cases of extreme circumstances that result in potential or actual harm to any individual, pending due process procedures.

**Critical Behaviors:** Behaviors required to demonstrate that the student's nursing practice meets legal, ethical, and safety standards expected of an ADN student in the Alabama College System. If the student is unable to successfully demonstrate a critical behavior, the instructor will evaluate the behavior as "Unsatisfactory" and will provide student with an outline of specific criteria required to improve performance to gain an "S" (see Clinical Evaluation attached).

**Math calculation requirement**

1. A passing score of 90% or greater on a clinical math calculation test is required for students to fully participate in clinical activities. Students will be given a total of three (3) attempts to achieve the 90% passing requirement.
2. The first clinical calculation test will be given prior to the first clinical experience.
3. Achieving less than 90% accuracy on any clinical calculation test will not prohibit the student from participating in the clinical experience for the week. However, the student will not be allowed to give medications during the next clinical experience. It is the student's responsibility to notify his/her clinical instructor that they are not eligible to give medications.
4. A grade of "U" will be entered on the "Clinical Evaluation Tool" in Objective I: Provider of Care: Competent Care (Safety) and may be grounds for course failure for each attempt on the math calculation test.
5. If a student does not take the test for any reason, the student will not be allowed to give medications during the next clinical experience. The inability to administer medications will result in a grade of "U" on the Clinical Evaluation Tool in the related objective(s) and will not be able to give medications until passing the next clinical calculation exam.
6. Three "U's" in a single clinical objective constitutes a clinical failure. Any student who does not make the required 90% or higher proficiency within the three clinical calculation attempts will not receive a passing grade for the course.

**Clinical Policies:**

1. Students should NEVER prepare or administer a medication without the supervision or approval of the JSCC nurse faculty.
2. Students should NEVER participate in client care activities in which they are unfamiliar or have not received instruction.
3. A nursing action that is committed or omitted that is an actual or potential endangerment to clients may represent sufficient rationale for course failure.

4. Students who perform unsafe actions or are unprepared for client care may be dismissed from the clinical setting and receive unsatisfactory grades for the experience.
5. Students who do not comply with the dress code may be dismissed from the clinical setting and receive unsatisfactory grades for the experience.
6. Students are required to attend **all** clinical rotations.
7. Students are required to notify the instructor of an absence prior to the beginning of the experience. Make-up clinical days must be scheduled with the course clinical coordinator within a week of the missed experience. It is the student's responsibility to contact the instructor regarding a make-up date.
8. All missed clinical experiences must be made-up. Unexcused absences may result in a "U" in all behaviors on the clinical evaluation form. However, due to limited clinical space and time, clinical make up days cannot be guaranteed. Failure to complete clinical rotations will prohibit progression in nursing. Failure to notify the course clinical coordinator of an absence prior to the clinical experience as directed by the course clinical coordinator will result in a "U" in all behaviors on the Clinical Evaluation form. ***Students must meet all required clinical hours regardless of whether the absence was excused or unexcused.***
9. Students may have clinical experiences on any day, evening, or weekend and on any given shift (day, evening, night). Students may rotate among faculty and/or clinical facilities during the semester.
10. Students may be assigned one or more clients during the clinical experience at the instructor's discretion.
11. During the clinical experience students report directly to their assigned JSCC nursing faculty. In the event that the nursing faculty is unavailable, the student should comply with the following chain of command in this order: nurse assigned to the student's client, charge nurse, and then unit manager.
12. Clinical paperwork is due at the instructor-specified day and time. Late paperwork may result in a grade of "U" on the clinical evaluation form. Three "U"s in a critical or professional behavior will constitute a clinical failure.
13. Unsafe client care may result in a clinical failure or program dismissal as deemed appropriate by the assigned nursing faculty.
14. Students may not smoke in the nursing uniform. Students that smell of smoke or other odorous material will be asked to leave the clinical facility. Student submitting paperwork smelling of smoke or other strong odors may be required to resubmit paperwork.
15. Patient confidentiality must be maintained at all times. Failure to do so will result in a "U" in all related behaviors and may constitute a clinical failure.
16. Cell phones must not be visible in patient care areas. Students with cell phones in any clinical area must have them put on "vibrate". Failure to comply will result in a "U" in all related behaviors.

Additional policies specific to clinical facilities may apply and will be communicated to the student during clinical orientation.

#### **E. Final Course Grade**

The final grade in the laboratory portion of the course will be determined as follows: Students must:

1. Receive no cumulative "U" in a critical or professional behavior objective on the Clinical Evaluation Tool.
2. Satisfactory completion of the required math test.

**\*\*Failure to meet any of the above requirements will result in a clinical failure.**

**Final letter grade for the course will be determined by the following scale:**

<b>Plus Theory Grade</b>	<b>Plus Lab Performance</b>	<b>Equals Final Letter Grade</b>
A	SATISFACTORY	A
B	SATISFACTORY	B
C	SATISFACTORY	C
D	SATISFACTORY	D
F	SATISFACTORY	F
A	UNSATISFACTORY	D
B	UNSATISFACTORY	D
C	UNSATISFACTORY	D
D	UNSATISFACTORY	F
F	UNSATISFACTORY	F

**Students who withdraw after the last day to receive an automatic W will receive a WF if the theory grade at the time of withdrawal is D or F or if the lab grade at the time of withdrawal is Fail.** A grade of WP will be awarded if the theory grade at the time of withdrawal is C or above and the lab grade is Pass.

## **XII. Attendance**

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. Withdrawal from class can prohibit progression in the nursing program.

Students are required to attend all clinical and laboratory experiences for each course. Only excused absences will be considered for make-up. However, due to limited clinical space and time, clinical make up days cannot be guaranteed. Failure to complete clinical rotations will prohibit progression in nursing.

## **XIII. Blackboard Policies:**

### **Discussion**

Discussion points may be awarded for participation in the Blackboard Discussion Forum for "thoughtful contributions". Students are encouraged to participate in the discussion forums but should be aware that the following postings are not allowed:

- Rude, offensive, or inappropriate language
- Copying and pasting online newsletters or lengthy articles. Please condense the topic or insert a hyperlink to the original source.
- Incorrect information.
- Test questions. There may be students who missed the test and discussion of specific test questions gives those students who will be scheduling a makeup exam an unfair advantage.
- Personal promotions and advertisements for business purposes.
- Off topic posts. Please post your contribution in the correct thread and keep the post focused on the topic.
- Messages to the faculty or class members that should be sent privately through the Blackboard email system.

### **Email**

Students are encouraged to use Blackboard email to contact the faculty and other students. This is the fastest way to contact faculty since email can be checked from any location. Students must log on to Blackboard daily for updates and announcements. Announcements may be sent via email, the Discussions or posted on the front page of the course.

**XIV. Statement on Discrimination/Harassment**

The College and the Alabama Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

**XV. Americans with Disabilities**

The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College. For questions or concerns, notify Alisha LeMaster [alemaster@jeffstateonline.com](mailto:alemaster@jeffstateonline.com) FSC 300 856-6077.