Course Description
NUR 265 Nursing Concepts & Clinical Practice II
Lec. 4 Lab 6 Cr. 6
This course is a continuation of the application of critical thinking skills and nursing concepts in the care of adult clients with selected health problems in a variety of settings.

Course Focus
This course focuses on expanding the clinical and conceptual application of patient care skills when caring for adults and children.

Text and References
NOTE: earlier editions of this book are also useful if students wish to purchase used texts.


OR


OR


Recommended Text


Laboratory Requirements
NUR 265 Laboratory Pack
Gloves

Course Outcomes. Upon successful completion of the course a student will be able to:
1. Differentiate the scope of practice of the Registered Nurse from that of other members of the health care team. (1)
2. Assess the holistic health needs of individuals within the context of the family. (4, 5, 6)
3. Examine the process of making therapeutic decisions. (4, 5, 6)
4. Compare the nursing implications of care for patients with predictable and unpredictable health concerns. (all)

Clinical Outcomes. Upon successful completion of the course a student will be able to:
1. Demonstrate professional behavior. (1)*
2. Develop basic teaching plans for individuals, families, and members of the health care team. (2, 3, 6)*
3. Use effective communication with individuals, families, and members of the health care team. (2)*
4. Use clinical decision making to provide therapeutic nursing care. (6)*
5. Construct individualized plans of care using all steps of the nursing process. (all)*
*Identify curriculum concepts related to program outcomes
Course Goals

The following list of course goals will be addressed in the course. (*designates a CRUCIAL goal)

1. obtain informed consent
2. detail nursing interventions
3. teach clients
4. assess fluid balance and imbalance*
5. select nursing intervention
6. assess respiratory system
7. troubleshoot oxygen therapy issues*
8. assess teaching learning process factors
9. classify common drug therapies*
10. valuate chronic airflow limitation
11. communicate inflammation immune response concepts
12. compare common health definitions
13. compare emergency personnel roles
14. compare primary and secondary immunodeficiencies
15. consider client specific problems
16. contrast common health definitions
17. create safe effective care environment*
18. critique critically ill clients respiratory problems*
19. depict assisted living
20. describe adult learning best practice interventions
21. determine life threatening complications*
22. develop pain management teaching learning plans
23. differentiate nursing diagnosis and medical problems
24. discuss nursing interventions
25. discuss older adult health care concerns*
26. evaluate clients food choices
27. evaluate infection interventions
28. examine arteriosclerosis and atherosclerosis pathophysiology
29. explain acute coronary syndrome pathophysiology
30. explain diagnostic cardiovascular pre and post test care
31. analyze clients hydration status*
32. analyze clinical manifestation changes
33. analyze clinical manifestations
34. analyze rhythm strip
35. critique pain assessment and management*
36. discern illness prevention levels
37. explain intervention rationales
38. explain planned surgical procedure
39. identify common cardiac dysrhythmias
40. identify medical surgical nursing roles
41. identify nursing responsibilities
42. illustrate critical thinking and evidence based practice relationship
43. illustrate healthy people 2011 purpose
44. interpret clients arterial blood gas values
45. interpret physical and diagnostic assessment findings
46. interpret serum electrolyte values
47. investigate intraoperative personnel responsibilities
48. justify commonly used therapies
49. list nursing responsibilities
50. manage client care
51. monitor drug therapy clients*
52. perform client physical assessment
53. prevent infusion therapy complications
54. prioritize resuscitation interventions
55. promote health maintenance
56. critique medical surgical critical thinking processes
57. describe home care nursing role
58. describe transitional care
59. design discharge plan
60. develop rehabilitative teaching learning plans
61. diagnose client risk
62. discuss prevention measures
63. encourage health maintenance
64. realize client risks
65. recognize clinical manifestations
66. recognize nursing primary care features
67. diagram herbal therapies purpose and adverse effects
68. encourage health enhancing behaviors
69. identify nurse provided complementary and alternative therapies
70. illustrate elder neglect abuse signs and symptoms
71. prioritize connective tissue disease interventions
72. promote wellness strategies
73. clarify diagnostic procedures
74. realize nose and sinus disorders
75. differentiate manipulative and body based from biologic based therapies
76. review anatomy and physiology
77. review nursing process key components
78. review tissue perfusion
79. scrutinize shock features
80. select clinical documentation best practice interventions
81. contrast triage process
82. translate disease related cancer consequences
83. understand altered cell growth and cancer development
84. understand genetic influence factors
85. weigh nose and sinuses noninfectious disorders
86. select mind body therapy examples
87. weigh United States home care growth
88. state complementary and alternative therapies cultural aspects
89. report intubation indications
90. characterize vascular access devices
91. address substance abuse health issues
92. delineate case management goals
93. categorize intravenous infusion therapy types
94. clarify case management and disease management differences
95. consider complementary and alternative therapies client care implications
96. contrast long term care settings
97. debate managed health care cost and quality
98. delineate health maintenance organization and preferred provider organization
99. differentiate surgical purpose and types
100. distinguish medicare home care interventions
101. observe long term care settings
102. adapt cultural assessment methods
103. address physical and emotional individual clients needs
104. depict after death care
105. depict fee for service and capitated health care reimbursement systems
106. detect death pathophysiology
107. examine case management national standards
108. explore case manager certifications
109. clarify ambulatory care
110. develop community based teaching plans
111. cite NCCAM purposes

**Student Contributions**

Classes are designed to employ a variety of teaching techniques. In order to maximize learning, required readings and Web enhanced sections should be done prior to class. If a student is falling behind in clinical performance and/or academic achievement, it is imperative to seek immediate assistance from the instructor. To successfully complete this course, a student must have an appropriately equipped computer with Windows Media Player or equivalent software to download screencasts and podcasts.

In order to perform at a satisfactory level in the clinical area, students must be prepared, on a daily basis, to do the following:

1. demonstrate a thorough knowledge of patient’s condition and related nursing care;
2. complete clinical assignments (e.g. written assignments, care planning, patient care), on time and in the prescribed manner;
3. arrive on time and in proper uniform;
4. give a complete report on all assigned patients to the assigned nurse or charge nurse before leaving the clinical unit each day;
5. utilize the nursing process in the delivery of safe and competent patient care;
6. accurately perform nursing skills and procedures learned in campus lab;
7. correctly apply all previously mastered knowledge, skills, and abilities.

Students not prepared to care for his/her assigned patient(s) will be given an unsatisfactory for the day.

Achievement assessments are given to assist in the evaluation of individual student progress and to support student success. The dates for completion of these tests are posted on the course calendar. Students who do not achieve the required scores are encouraged to meet with the course coordinator and complete the prescribed remediation. The date for completion of remediation, when required, is due prior designated date as determined by the course coordinator. Failure to complete the testing or required remediation by the dates indicated will result in a grade of incomplete ("I") for the course and...
non-progression in the nursing program. Students having difficulty with either the tests or remediation components of this course must speak personally with the course coordinator three (3) business days or more in advance of the published due dates.

Students must receive satisfactory on clinical and laboratory evaluations to pass the course.

**Nursing laboratory.** Learning experiences in the nursing laboratory provide an opportunity for the student to become familiar with equipment and techniques. The student utilizes the nursing laboratory to practice new skills. Skills must be practiced in the laboratory before utilization in the clinical setting. Competence must be demonstrated in the nursing laboratory and clinical setting. Students are responsible for material covered in campus laboratory. In order to progress in the course and program, by the end of the course each student **MUST** achieve a satisfactory skill criterion and demonstrate competence in laboratory skills.

At the conclusion of each laboratory experience, the student’s performance is evaluated. The student is awarded 1 point for each satisfactory performance and 0 points if performance is unsatisfactory. The student’s performance is evaluated based on environmental contribution, attendance, and preparedness. Expectations include but are not limited to:

1. Contributing to a productive learning environment for self and others by
   a. being prepared for lab activities by reading and watching DVD’s if applicable.
   b. answering questions and identifying steps or processes regarding skills.
   c. demonstrating mastery of skills.
   d. remaining attentive.

2. Arriving and departing on time. Attendance is expected for each scheduled laboratory experience.

See **Course Evaluation** for point requirements in this course.

**Course Evaluation**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Unit exams</td>
<td>60% (3 tests – 20% each)</td>
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</tr>
<tr>
<td>Final exam</td>
<td>32% (cumulative)</td>
<td></td>
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<tr>
<td>Commonalities paper</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Clinical evaluations **must** be satisfactory to pass the course. Laboratory evaluations must be satisfactory to pass the course. At the end of the semester, each student **must** earn a minimum of 7 points in laboratory experiences for successful completion of the course.
Course Schedule
Lecture: 3.5 hours live & ½ hr web-centric lesson each week

Clinical: Various clinical days and hours, scheduled complementary to NUR 162 Psychiatric and Mental Health Nursing clinicals

Labs: 1 hour campus labs on variable weeks

Course website: http://tclbb.vmc3.com www.tcl.edu

ADA STATEMENT
The Technical College of the Lowcountry provides access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation, contact the counselor for students with disabilities at (843) 525-8228 during the first ten business days of the academic term.

ATTENDANCE
The College’s statement of policy indicates that students must attend ninety percent of total class hours or they will be in violation of the attendance policy.

1. Students not physically attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.

2. Students taking an online/internet class must sign in and communicate with the instructor within the first ten calendar days from the start of the semester to indicate attendance in the class. Students not attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.

3. Reinstatement requires the signature of the division dean.

   a. In the event it becomes necessary for a student to withdraw from the course OR if a student stops attending class, it is the student’s responsibility to initiate and complete the necessary paperwork. Withdrawing from class may have consequences associated with financial aid and time to completion.

   b. When a student exceeds the allowed absences, the student is in violation of the attendance policy. The instructor MUST withdrawal the student with a grade of “W”, “WP”, or “WF” depending on the date the student exceeded the allowed absences and the student’s progress up to the last date of attendance or

   c. under extenuating circumstances and at the discretion of the faculty member teaching the class, allow the student to continue in the class and make-up the work. This exception must be documented at the time the allowed absences are exceeded.

   d. Absences are counted from the first day of class. There are no "excused" absences. All absences are counted, regardless of the reason for the absence.

4. A student must take the final exam or be excused from the final exam in order to earn a non-withdrawal grade.
5. Students are expected to be in class on time. Arrival to class after the scheduled start time or leaving class prior to dismissal counts as a tardy. Three tardies and/or early departures are considered as one absence unless stated otherwise. Arrival to class, clinical, and lab by the published time is an expectation for all students. Class, clinical, and lab times are measured by the clock in these teaching areas. Failure to attend class, clinical, and lab on time as measured by the clock in these areas may result in point reductions.

6. It is the student's responsibility to sign the roll/verify attendance with instructor upon entering the classroom. Failure to sign the roll/verify attendance results in a recorded absence. In the event of tardiness, it is the student’s responsibility to insure that attendance is marked. The student is responsible for all material/announcements presented, whether present or absent.

7. Continuity of classroom and laboratory (which includes clinical experiences) is essential to the student’s progress in providing safe and competent patient care. Students are expected to use appropriate judgment for participating in clinical activities. To evaluate the student’s knowledge and skills, it is necessary for the student to be present for all clinical experiences. If absence does occur, the designated clinical site, in addition to the Division of Health Sciences Administrative Assistant, must be notified by telephone no later than 30 minutes prior to the start of the clinical experience. The Division of Health Sciences telephone number is 843-525-8267. Students must meet with the course coordinator and program director after clinical absences.

8. Absences from the clinical area are strongly discouraged. The TCL attendance policy applies to classes (Lectures) only. Students are expected to attend all laboratory and clinical experiences. “No call, no show” for clinical is unprofessional conduct and the student will be withdrawn from the program with a WF.

A copy of TCL’s STATEMENT OF POLICY NUMBER: 3-1-307 CLASS ATTENDANCE (WITHDRAWAL) is on file in the Division Office and in the Learning Resources Center.

HAZARDOUS WEATHER
In case weather conditions are so severe that operation of the College may clearly pose a hardship on students and staff traveling to the College, notification of closing will be made through the following radio and television stations: WYKZ 98.7, WGCO 98.3, WGZO 103.1, WFXH 106.1, WWVV 106.9, WLOW 107.9, WGRZ 104.9, WFXH 1130 AM, WLHV 101.1, WSOK 1230 AM, WAEV 97.3, WTOC TV, WTGS TV, WJWTV, and WSAV TV. Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. www.tcl.edu/textalert.asp

ACADEMIC MISCONDUCT
There is no tolerance at TCL for academic dishonesty and misconduct. The College expects all students to conduct themselves with dignity and to maintain high standards of responsible citizenship.

It is the student’s responsibility to address any questions regarding what might constitute academic misconduct to the course instructor for further clarification.

The College adheres to the Student Code for the South Carolina Technical College System. Copies of the Student Code and Grievance Procedure are provided in the TCL Student Handbook, the Division Office, and the Learning Resources Center.
Health care professionals hold the public trust. Academic misconduct by health science students calls that trust into question and academic integrity is expected.

It is a fundamental requirement that any work presented by students will be their own. Examples of academic misconduct include (but are not limited to):

1. copying the work of another student or allowing another student to copy working papers, printed output, electronic files, quizzes, tests, or assignments.
2. completing the work of another student or allowing another student to complete or contribute to working papers, printed output, electronic files, quizzes, tests, or assignments.
3. viewing another student’s computer screen during a quiz or examinations.
4. talking or communicating with another student during a test.
5. violating procedures prescribed by the instructor to protect the integrity of a quiz, test, or assignment.
6. plagiarism in any form, including, but not limited to: copying/pasting from a website, textbook, previously submitted student work, or any instructor-prepared class material; obvious violation of any copyright-protected materials.
7. knowingly aiding a person involved in academic misconduct.
8. providing false information to staff and/or faculty.
9. entering an office unaccompanied by faculty or staff.
10. misuse of electronic devices.

GRADING POLICY

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<tr>
<th>Grading scale</th>
<th>Letter Grade</th>
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<tr>
<td>90% - 100% A</td>
<td>W withdraw</td>
</tr>
<tr>
<td>82% - 89% B</td>
<td>WP withdraw with passing grade</td>
</tr>
<tr>
<td>75% - 81% C</td>
<td>WF withdraw with failing grade</td>
</tr>
<tr>
<td>70% - 74% D</td>
<td>I Incomplete</td>
</tr>
<tr>
<td>Below 70% F</td>
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Grading Methodology. The final grade must be 75.000 or more in order to pass the course and progress in the program. Students absent from an examination or presentation will receive a “0” grade for the examination unless other arrangements are made with the individual instructor prior to the examination or presentation day or on the examination or presentation day before the test/presentation is scheduled to be given Arrangements may be completed by telephone. If the instructor is not available, a message should be left on the instructor’s voice mail AND with another member of the faculty or administrative assistant. Messages sent by other students are unacceptable. The student is responsible for notifying the instructor for the reason of the absence. Students who are tardy for an examination will take the examination in the remaining allotted time.

Make up quizzes and/or examinations may be offered, at the instructor’s discretion, during the final examination period. Additional options for make-up testing include reweighting the final examination. It is the responsibility of the student to contact the appropriate instructor to arrange to make up the
examination. The instructor will decide the method of examination. Grades are posted on Blackboard within one week of administration of tests and examinations.

*There is a 10 point penalty on the test for any noise emitting from an electronic device.*

**Course Coordinator:** Sharon Beasley, MSN, RN, CNE  
**OFFICE LOCATION:** Building 4, Room 201  
**TELEPHONE NUMBER:** 843-525-8263  
**Email:** sbeasley@tcl.edu  
**Office Hours:** By appointment

**Instructor:** Deborah P. Merwin, MN, RN  
**OFFICE LOCATION:** Building 4, Room 112  
**TELEPHONE NUMBER:** 843-525-8335  
**Email:** dmerwin@tcl.edu  
**Office Hours:** By appointment