Course Description

NUR 275 Contemporary Nursing Practice III
Lec. 2.5 Lab. 10.5 Cr. 6

This course further develops the role of the nurse in delivering care to individuals with complex health issues.

Prerequisites: MAT 120, NUR 265, NUR 162.
Co-requisite: ENG 102, Approved Humanities Elective, and NUR 274
6 Cr – see course calendar for details

Course Focus
This course further develops the role of the nurse in delivering care to individuals with complex health issues.

Text and References
St. Louis: Saunders Elsevier.

A laboratory pack is required and is available at the bookstore.
Nursing drug guide (less than two years old)
Nursing Diagnosis handbook (less than two years old)

Course Outcomes. Upon successful completion of the course a student will be able to:
1. Demonstrate acceptance of responsibility for improving and contributing to the integrity of nursing practice. (1, 6)
2. Select effective strategies for communication with individuals, families, structured groups, and members of the health care team. (2, 4)
3. Develop basic teaching plans for individuals and support persons that focus on complex health issues. (2, 3, 5)
4. Create caring and empathetic relationships. (2, 4, 5)
5. Provide therapeutic care for individuals and support persons experiencing complex health issues. (all)
6. Develop individualized plans of care based on nursing theory and research. (all)
7. Formulate therapeutic clinical decisions for individuals, families, and support persons. (all)

*Identified curriculum concepts related to program outcomes

Clinical Outcomes. Upon successful completion of the course a student will be able to:
1. Analyze the variables present in individuals and families with high-risk conditions. (all)*
2. Within the RN scope of practice, demonstrate leadership and management skills in the care of small groups of individuals. (all)*
3. Promote health management strategies for individuals and their families. (all)*
4. Demonstrate synthesis of learned knowledge and skills when caring for individuals and their families with complex health stressors. (all)*
5. Implement therapeutic clinical decisions for individuals, families, and support persons. (all)*
6. Develop basic teaching plans focused on complex health issues. (2, 3, 4, 5)*

*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, which there are 21)
1. administer IV push medications*
2. analyze at risk families
3. analyze folk medicine practices
4. anticipate common health problems*
5. anticipate complex health problems*
6. use safe medication practices*
7. apply clinical practice standards
8. apply ethical principals
9. appraise emergency situations*
10. appraise patient risk*
11. assess lifestyle risks
12. synthesize cultural practices
13. assess pain*
14. assess patient biological needs*
15. assess patient emotional needs
16. collaborate patient needs
17. collaborate with health team members
18. communicate patient issues
19. compare and contrast key terms
20. compare drug administration routes*
21. compare emergency personnel roles
22. complete cultural assessment
23. critique alternative healthcare practices
24. define key terms and concepts
25. delegate nursing care
26. delegate unit tasks
27. delineate nursing interventions*
28. deliver patient focused care
29. deliver quality care*
30. determine complex renal care
31. determine family education needs
32. display intraspinal analgesia knowledge*
33. demonstrate comprehensive knowledge*
34. demonstrate comprehensive skills
35. develop health promotion plans
36. determine patient education needs
37. **demonstrate professional behavior***
38. describe snake bite care
39. summarize gastrointestinal bleed care
40. develop patient care approaches
41. differentiate surgical procedures
42. distinguish drug reaction types
43. evaluate care plan
44. discriminate drug effects
45. evaluate infusion site
46. document nursing interventions
47. use effective communication
48. document pain assessment
49. enhance nursing responsibilities
50. establish care plan
51. discuss pelvic fracture care
52. summarize patient care priorities
53. employ best practices
54. evaluate patient care outcomes
55. evaluate patient outcomes
56. examine geriatric acute care
57. format patient care outcomes
58. implement care plan
59. implement infusion therapy
60. implement pain relief measures
61. explain spider bite care
62. exhibit leadership skills
63. **expound drug therapy***
64. examine esophageal varices care
65. format patient care goals
66. synthesize quality improvement process
67. implement patient care approaches
68. incorporate learning needs
69. integrate healthcare informatics
70. **integrate physical assessment findings***
71. integrate psychosocial assessment findings
72. summarize patient risk
73. integrate special care needs
74. maintain effective care environment
75. **maintain patient confidentiality***
76. maintain safe care environment
77. monitor intravenous therapy
78. optimize geriatric care
79. **outline IV push medication administration***
80. outline nursing interventions
81. perform responsibly
82. **practice safe techniques***
83. prioritize nursing care
84. **prioritize patient risk factors***
85. **prioritize resuscitation interventions***
86. provide patient education
87. reduce family anxiety
88. reduce patient anxiety
89. respect cultural beliefs
90. revise care plan
91. select best practice interventions
92. summarize acute renal failure

Student Contributions
Classes are designed to employ a variety of teaching techniques. In order to maximize learning, required readings and Online Learning-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. In addition the student will be referred to the “Retention Coordinator” to explore avenues for academic success.

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.

ATI
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, completion of ATI tutorials, and practice assessments when required, are due prior designated date as determined by the course coordinator. Failure to complete the testing, tutorials, or required remediation by the dates indicated will result in a grade of Incomplete ("I") for the course and non-progress 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 being used 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:
1. Contributing to a productive learning environment for self and others by
   a. being prepared for the lab activities by reading and watching DVD if applicable
b. answering questions and identifying steps or processes about skill
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

3 unit exams at 20% each 60%
1 final exam 30%
Pharmacology Exam 10%

Campus Lab Satisfactory = 2 points
Unsatisfactory = Less than 1 point

Campus Lab must be satisfactory to pass the course
Clinical evaluations must be satisfactory to pass the course.

Course Schedule

Lecture: 2 hours live & 1/2 hour web-centric lesson each week
Clinical: As assigned
Labs: 1 hour campus lab as scheduled (see course calendar)

No recording-taping of any lectures and/or laboratory material are allowed.

Course website: http://tclbb.vmc3.com or 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) 525-8219 or 525-8242 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. A student who has not arrived at the clinical agency or contacted the clinical agency 30 minutes after the start of clinical will be considered a “NO CALL, NO SHOW” and will be withdrawn from the nursing program with a WF.

*Please refer to the Division Handbook for clarification of the No Call/No Show process.*

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, WGZR 104.9, WFXH 1130 AM, WLWH 101.1, WSO 1230 AM, WAEV 97.3, WTCV, WTSV, WJHI TV, and WSAV TV. Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. www.tcl.edu/current-students/text-alert
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 student’s 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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<thead>
<tr>
<th>Grading scale</th>
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<tbody>
<tr>
<td>90% - 100% A</td>
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<tr>
<td>82% - 89% B</td>
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<tr>
<td>75% - 81% C</td>
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<td>70% - 74% D</td>
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Health Sciences\Syllabi\NUR 275\2015 Spring\Approved by: GMLevicki Jan. 2015
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. Students with concerns or questions regarding grades awarded for a graded activity should contact the course faculty within one week of the grade being posted.

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

Course Coordinator: Colleen Bible, MSN, RN
OFFICE LOCATION: Building 4, Room 203
TELEPHONE NUMBER: 843-525-8345
Office Hours: By appointment
Email: cbible@tcl.edu

Faculty Instructor: Deanna Johnson, MSN, RN
OFFICE LOCATION: Building 4, Room 125
TELEPHONE NUMBER: 843-525-8335
Office Hours: By appointment
Email: dkjohnson@tcl.edu

Faculty Instructor: Sharon, Beasley, PhD, RN, CNE
OFFICE LOCATION: Building 4, Room 201
TELEPHONE NUMBER: 843-525-8263
Office Hours: By appointment
Email: sbeasely@tcl.edu

Syllabus Addendum

COMPUTER REQUIREMENTS - To ensure successful completion of an online course, a student should have an appropriately equipped computer. Use the guidelines included on the TCL website.

USER RESPONSIBILITY ON USE AND DUPLICATION OF COMPUTER SOFTWARE (TCL PROCEDURE 7-1-702.5) Students are responsible for the legal use of computer software and applicable copyright laws and are prohibited from copying software on College computers and from installing personal software.

COURSE POLICIES/PROCEDURES
It is clearly to the advantage of the student to attend class regularly. Test materials are weighted heavily in favor of lecture materials.
All cell phones and pagers must be turned off during class (lecture and laboratory periods). No pagers or phones are allowed in the clinical facility. No exceptions are made to this rule.

Students are held accountable for content in the nursing student handbook.

http://www.tcl.edu/programs-of-study/health-sciences/nursing

Instructors will excuse a student from class who disrupts the class.

No course grades are posted in public areas. Grades are available through Web Advisor. The student must go to the college’s website www.tcl.edu Select current student then select TCL Web Advisor and find: (1) the directions and a demonstration on how to log in to Web Advisor, and (2) how to access grades. For questions, contact the TCL Help Desk at 525-8344 or the Registrar’s office at 525-8210.

COMMUNICATION
Instructors will generally respond to voice mail messages and e-mail messages as soon as possible. If there is a problem, the student should remember that a face-to-face meeting with the instructor is best. Student should contact instructor to make an appointment. Student is to check TCL email and Blackboard course site at least twice each day i.e. morning and evening for course, lab, and/or clinical information and announcements.
Conferences on clinical performance are held at midterm and at the completion of the course. The midterm progress report is formative and the final evaluation is summative. The final summative evaluation addresses completion of outcomes and identification of strengths and areas needing further development. All clinical outcomes must be rated as satisfactory in order to successfully fulfill the clinical component of the course.

<table>
<thead>
<tr>
<th>I. Clinical Objectives</th>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>1. Analyze the variables present in individuals and families with high-risk conditions</td>
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<tr>
<td><strong>Minimum expectations:</strong></td>
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<tr>
<td>A. Assessments of high risk individuals and support persons are holistic.</td>
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<td>B. Nursing diagnoses reflect synthesis of assessment information, are correctly</td>
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<td>formatted and specific to the patient and/or family.</td>
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<td>C. Goals and outcomes are appropriate for the health concern.</td>
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<td>D. Interventions are individualized.</td>
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<td>E. Clinical progress of the patient/family is evaluated.</td>
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<td>2. Within the RN scope of practice, demonstrate leadership and management skills</td>
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<td>in the care of small groups of individuals.</td>
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<td><strong>Minimum expectations:</strong></td>
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<td>A. Cares for at least 4 patients in a clinical day.</td>
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<td>B. Analyzes own strengths and weaknesses after performing in a leadership and</td>
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<td>management role at least 1 times.</td>
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<td>C. Shows initiative for patient care, teamwork, and organizational issues.</td>
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<td>D. Interactions with peers, instructors, patients, family and other health care</td>
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<td>professionals are assertive, disciplined and productive.</td>
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<td>E. Collaborates with individuals from other disciplines in the interest of patient</td>
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<td>advocacy.</td>
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<td>3. Promote health management strategies for individuals and their families.</td>
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<td>A. Patient education is conducted without prompts.</td>
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<td>4. Demonstrate synthesis of learned knowledge and skills when caring for</td>
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<td>individuals and their families with complex health stressors.</td>
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<td><strong>Minimum expectations:</strong></td>
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<td>A. Mastery of prior learning is evident.</td>
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<td>B. Demonstrates responsibility for own actions.</td>
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<td>C. Appearance is in accordance with student handbook.</td>
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<td>D. Arrives and departs on time.</td>
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<td>E. Practices within the appropriate scope.</td>
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<td>F. Utilizes feedback to improve nursing practice.</td>
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<td>G. Clinical documentation is prompt, accurate and appropriate.</td>
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<td>5. Implement therapeutic clinical decisions for individuals, families, and support</td>
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<td>persons.</td>
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<td><strong>Minimum expectations:</strong></td>
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<tr>
<td>A. Critical thinking is evident and includes understanding of all steps of nursing</td>
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<td>process, anatomy, physiology, and pathophysiology.</td>
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<td>B. Dosage calculations are accurate.</td>
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<td>C. Medication administration is safe and effective.</td>
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<td>D. Adjusts approaches to patient care based on changes in patient’s condition and/or</td>
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<td>health status.</td>
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<td>6. Develop basic teaching plans focused on complex health issues.</td>
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<td><strong>Minimum expectations:</strong></td>
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<tr>
<td>A. Assessment of the patient’s knowledge and learning needs is evident.</td>
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Health Sciences\Syllabi\NUR 275\2015 Spring\Approved by: GMLevick\ Jan. 2015
B. Analysis, goals, measurable outcomes, interventions and evaluation are evident in patient education.
C. Teaching plans are individualized and holistic, cognizant of health and environmental concerns.
D. Patient education is appropriately documented.

Name__________________________________

II. Strengths/Areas needing development

Formative Progress
Instructor

Student

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Student
Summative Evaluation
Instructor

Student

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Student
Instructor