



## NUR 134: Beginning Nursing Skills

### Course Description

NUR 134 Beginning Nursing Skills  
Lec. 2.5 Lab. 7.5 Cr. 5

This course includes a study of beginning nursing skills. The course prepares the student to assist in patient care and function as efficient member of the nursing team.

Prerequisite: NUR 102 and NUR 105 Corequisites: PSY 201, BIO 210  
5 Cr (1 lec/pres, 3 lab, clinical as assigned)

### Course Focus

This course includes a study of beginning nursing skills. The course prepares the student to assist in patient care and function as efficient member of the nursing team.

### Text and References

Taylor, C., Lynn, P., & Bartlett, J. (2019). *Fundamentals of Nursing: The Art and Science of Person-Centered Care with Lippincott CoursePoint access* (9<sup>th</sup> ed.). Wolters Kluwer. (Required)

Vallerand, A. H. (2017). *Davis's drug guide for nurses*. (17<sup>th</sup> ed.). F.A. Davis Company. (Required)

Hopkins, T.B. (2015). *Lab Notes: Guide to lab and diagnostic tests*. (3<sup>rd</sup> ed.). F.A. Davis Company. (Required)

Gulanik, G., & Myers, J.L. (2021). *Nursing Care Plans: Diagnoses, Interventions, and Outcomes*. (10<sup>th</sup> ed.). Elsevier. (Required)

Buchholz, S. (2020). *Henke's Med-Math*. (9<sup>th</sup> ed.). Wolters Kluwer. (Required)

Nugent, P. M., & Vitale, B. A. (2020). *Test Success: Test-taking techniques for beginning nursing students*. (9<sup>th</sup> ed.). F. A. Davis Company. (Required)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association. (Required)

Access to online Kaplan products *(Required)*

A laboratory pack is *required* and is available at the bookstore. (Required)

### TEXT AND REFERENCES

No Purchase Necessary. Beginning Fall 2021, TCL implemented a new textbook model called First Day Complete (FDC). With FDC, a per credit hour book fee was added to your tuition at the time of registration. Please check

your **new** TCL email account where you have been sent a link to reserve your books with the TCL College Store. Refer to this link for all details concerning FDC <https://www.tcl.edu/first-day-complete-textbook-program/>

### **PPE Requirements**

Until further notice, there is a mask mandate in place indoors at TCL. Failure to adhere to the mask requirement will result in the following:

- First Offense: Verbal Warning
- Second Offense: You will be asked to leave class with an absence for that day.
- Third Offense: You will be asked to leave class and must meet with Associate Vice President Rodney Adams in Building 2 room 203 prior to returning to class.

In addition, all students will be required to wear PPE as deemed appropriate and necessary per clinical facility for the duration of the clinical experience. Students may also be required to wear additional PPE while participating in “on campus” lab activities to provide an environment that is representative of the program’s clinical facilities. Failure to adhere to this mandate will render the student ineligible to participate in clinical rotations or “on campus” activities, and therefore unable to progress in the program.

**Course Outcomes.** Upon successful completion of the course a student will be able to

1. name major events in the evolution of the nursing profession (1) \*
2. describe the five (5) interwoven phases of the nursing process (1,6)\*
3. describe nursing interventions that promote homeostasis (1, 2, 3, 4, 5, 6) \*
4. identify variables that affect the pain experience (2,3, 4,5,6)\*
5. define factors that influence care of the surgical patient (1,2,3,4, 5,6)\*
6. describe interventions used to interrupt the chain of infection (2,3,4,5,6)\*

**Clinical Outcomes.** Upon successful completion of the course a student will be able to:

1. demonstrate professional behavior (1,2, 3,4,5,6)\*
2. deliver culturally competent care (5)\*
3. deliver care using the nursing process as a foundation (1,2,3,4,5,6)\*
4. demonstrate interventions that promote homeostasis (1,2, 3,4,5,6)\*
5. provide interventions to the patient at risk for/or experiencing pain (1,2,3 4,5,6)\*
6. demonstrate proper techniques of infection control and isolation procedures (2,3,6)\*
7. demonstrate safe and effective administration of medications (6) \*
8. use appropriate and effective communication (1, 2, 4) \*
9. provide teaching based on identified needs in plan of care (2,3) \*

### **Course Goals**

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

1. define keywords and terms
2. interpret major nursing history events
3. apply nursing process\*

4. communicate professional qualities
5. describe nursing educational programs
6. discuss nursing history
7. display professional behavior
8. identify documentation guidelines
9. identify nursing interventions
10. weigh nursing roles
11. conduct nursing assessment\*
12. explore nursing roles
13. use nursing process
14. communicate subjective and objective data\*
15. formulate appropriate nursing diagnoses\*
16. write nursing care plan
17. consider health concerns
18. identify client risk factors
19. assess pain experiences\*
20. evaluate client outcomes
21. delegate client care activities
22. model nursing process
23. demonstrate medication administration rights\*
24. develop nursing interventions\*
25. illustrate care plan
26. demonstrate nursing interventions
27. evaluate nursing implications
28. illustrate nursing assessment steps
29. discuss key cardiac terms
30. interpret assessment findings
31. develop care plan\*
32. explore common respiratory diagnostic procedures
33. explore cultural backgrounds
34. sequence evaluation process
35. determine clients progress
36. discuss pain experience
37. determine surgical patient factors
38. illustrate oxygen therapy
39. discuss pain process
40. express patient data
41. compare pain experiences
42. list basic wound care procedures
43. explain heart beat regulation
44. select appropriate interventions
45. express wound care options
46. discern pain treatments
47. examine skin care products
48. select nursing diagnoses
49. sequence head to toe assessment
50. weigh wound care measures
51. explain common diets

52. select nursing interventions
53. plan client care interventions
54. Foley catheter procedure\*
55. imitate sterile procedure
56. plan pain management interventions
57. promote homeostasis
58. describe reverse isolation
59. state tube feeding procedure
60. develop cultural competence
61. explain postoperative complications
62. use tube feeding pump
63. recognize dietary needs
64. cite cancer risk factors
65. discuss common cancer treatments
66. describe preoperative nursing care
67. clarify infection control
68. compare isolation procedures
69. control infection chain
70. depict cancer prevention strategies
71. modify care plan
72. list operative care guidelines
73. state illness behavior variables
74. state preventive care levels
75. ostomy care

### **Student Contributions**

Classes are designed to employ a variety of teaching techniques. In order to maximize learning, required readings and Web enhanced lessons should be done prior to labs, class, or other course meetings. If a student is falling behind in clinical performance and/or academic achievement, it is imperative to seek immediate assistance from the instructor.

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, completion of Kaplan tutorials, focused reviews, and practice assessments when required, are due prior to designated dates as determined by the course coordinator. Failure to complete Kaplan testing, tutorials, focused reviews, 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, tutorials, focused reviews, 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.

Students must receive a "satisfactory" in all *NUR 134* clinical outcomes in order to pass the course and progress in the nursing sequence. An "unsatisfactory" in *NUR 134* clinical results in failure of the course.

Additionally, any first-year student nursing student who is out of compliance for the uniform policy will receive a verbal warning on the first occurrence only. Any subsequent uniform policy violations will result in a program-wide learning contract. Please refer to the Nursing Student Handbook to view the full uniform policy.

**Kaplan Achievement Assessments.** Kaplan 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. The student must score a 60% on the focused review tests and remediate for at least one minute on all items missed in order to receive a "satisfactory". The focused review tests may be taken as many times as needed to reach the 60% score. The satisfactory completion of assigned focused review tests count towards the total lab points available for the course. Students will also be assigned a date to complete the Kaplan Integrated testing per the course calendar/Blackboard. It is the student's responsibility to set up a time to test on the assigned date with the testing center. Students must score at or above the national normed average as assigned by Kaplan on the integrated exam. If the student scores below the national normed average (typically 60%), remediation will be assigned by the course coordinator. Assigned Kaplan remediation is due by 11:30pm one week from the initial due date for the assignment, unless otherwise noted on the course calendar. Failure to complete all Kaplan assignments by the dates indicated on the course calendar or without achieving the required score/successfully remediating will result in a grade of **Incomplete** ("I") for the course and non-progression in the nursing program. Students having difficulty with focused reviews, integrated tests or remediation components of this course must contact the course coordinator within three (3) business days or more in advance of the published due dates.

**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 all material covered in online lab materials and in the 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.

Attendance at an alternate lab group will not be permitted. In the event a student is a “no call/no show” to lab, 2 points shall be deducted from the total points available. Any missed laboratory dates will require rescheduling with the course coordinator and laboratory coordinator.

**Clinical:** Clinical hours will vary based on the clinical facility’s census, requirements, and designated clinical outcomes within the course. Clinical dates are subject to change and the student may be required to attend during alternate days, nights, and/or weekends as assigned. Clinical hours/days will vary among clinical groups depending on clinical space and availability. Students within the Health Sciences Division should not create travel plans while partaking in any Health Sciences program. Health Sciences students must wait until they have reviewed their assigned class schedule/clinical schedule before any travel plans should be completed. **Clinical swaps will not be permitted.** Clinical assignments are considered final and may only be altered by the course coordinator or clinical site. Students may not request changes to their clinical obligations once they are assigned.

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

**Course Evaluation**

Clinical experience	Satisfactory
Laboratory	Satisfactory (Must earn at least 4 points)
Kaplan assignments	Completed by due date with required score
Lippincott assignments	4%
Exam 1	25%
Exam 2	25%
Writing Assignment	6%
<u>Final Exam (comprehensive)</u>	<u>40%</u>
Total	100%

**Please note, in order to be successful and progress in this course and the nursing program all items must be completed/satisfactory. Students must receive satisfactory on clinical and laboratory summative evaluations to pass the course.**

**Should a student earn a 77 or below on the written assignment, a second faculty member will grade the paper. The student will receive the average of both scores.**

**Course Schedule**

Live or Podcast lectures each week (2-hour lecture twice weekly)  
 1-hour web-based instruction (web lessons) each week

Clinical: As scheduled

Live/Online Labs: Online materials to be reviewed per course calendar and Blackboard prior to scheduled lab times on Mondays

(Clinical/Lab: Orientation & total of 112 combined clinical/lab hours)

Course website: <http://tclbb.vmc3.com/> or [www.tcl.edu](http://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 (843) 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. Attendance in an online course is defined by: at least once weekly course access and completion of assignments as required by the instructor. Additional access is encouraged and may be necessary for successful completion of classes.
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. Students are strongly encouraged to consult with Financial Aid prior to withdrawing from any class, particularly if the student is currently on a warning or probation status.
  - 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, lab, or clinic *on time*. Arrival to class, lab, or clinic 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.
7. **The student is responsible** for all material/ announcements presented, whether present or absent.
8. 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 tardiness or absence does occur, the Clinical Coordinator, Course Coordinator, Health Sciences administrative assistant, and the hospital unit must be notified via phone message **no later than 30 minutes prior** to the clinical start time and follow proper steps outlined in the Nursing Student Handbook. Failure to do so **WILL RESULT IN DISMISSAL FROM THE PROGRAM**. The Division of Health Sciences telephone number is (843-525-8267).

Absences from the clinical area are strongly discouraged. The attendance policy applies to clinical activities. **"NO CALL, NO SHOW"** for clinical is unprofessional conduct and **THE STUDENT WILL BE WITHDRAWN FROM THE PROGRAM**. The student must complete all clinical dates in order to be eligible for progression in the nursing program.

**\*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, WLVA 101.1, WSOK 1230 AM, WAEV 97.3, WTOG TV, WTGS TV, WJWJ TV, and WSAV TV. Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. [www.tcl.regroup.com/signup](http://www.tcl.regroup.com/signup).

#### **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. Academic misconduct may result in withdrawal for related health science courses. Also, depending on the severity of the student's academic misconduct, the student will not only be withdrawn from the program, but will not be allowed for re-entry and/or reapplication to **all** Health Science programs.

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.

**\*\*\*Students committing academic dishonesty when taking an online examination will be subject to but not limited to receiving a zero on the examination or withdrawal from the nursing program. \*\*\***

## GRADING POLICY

Grading scale	
93% - 100% A	W      withdraw

85% - 92% B	WP withdraw with passing grade
78% - 84% C	WF withdraw with failing grade
70% - 77% D	I Incomplete
Below 70% F	

**Grading Methodology.** The final grade must be 78.000 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 voicemail 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.

***\*During paper examinations, only answers transferred and completed on Scantron sheets will be graded electronically to count towards the test score.***

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.

**ONLINE TESTING**

Online examinations will consist of 50 questions except for the final examination which will consist of 100 questions. The examinations will consist of multiple choice, select all that apply, and medication calculations. Students will be allowed a simple calculator, a pencil, and a single blank sheet of paper to answer the calculation questions. For examinations consisting of 50 questions students will be given 1 hour. For examinations consisting of 100 questions, students will be given 2 hours. Students that have approved accommodations for extended testing time will receive the same amount of extended time that they would have received on a paper test.

***During examinations, students must remove watches and hats and clear work area of all personal belongings, study materials, and electronic devices. There is a 10-point penalty on the examination for any noise emitting from an electronic device.***

***Students with concerns or questions regarding grades earned should contact the course coordinator within one week of grades being posted. Students who score a 78 or less on exam 1 must create an academic success plan and meet with the course coordinator or instructor to discuss success strategies. Students must meet with the course coordinator within two weeks of taking exam 1.***

**HONORLOCK ONLINE PROCTORING AND TECHNOLOGY REQUIREMENTS**

TCL uses an online test proctoring service called Honorlock to monitor online tests as an alternative to in-person proctoring. All of your tests will be proctored using Honorlock. You will need to make sure that you have access to the necessary equipment in order to take your online-proctored tests:

- A computer with access to a high-speed Internet connection
- A computer with the ability to install the Honorlock extension on Google Chrome.
- A webcam and microphone. A functioning webcam and microphone are required to complete proctored online tests.
- Microsoft Office. (Microsoft Office can be downloaded for free by accessing the Office 365 link in you TCL email account.)

Prior to the first Honorlock exam students are **required** to watch the Honorlock orientation in Blackboard.

For each exam via Honorlock, students must be prepared to:

- a. Provide a visual of their student ID. You will NOT be able to access the exam without this.
- b. Complete 360-degree environment scan of the testing area and the desk area around the computer. This must be a slow and complete scan. The instructor must be able to visualize the entire area including the walls, floor, and desk.
- c. Be recorded with both video and audio.
- d. Perform another 360-degree environment scan at the end of the exam.

All exam recordings will be reviewed by course faculty. Any significant 'flagging' will be discussed with the student. Habits and patterns that are flagged include:

- Taking eyes off the computer screen repeatedly. For example, reading the screen then looking to the right
- Moving out of the camera view
- Having more than one person in the room

Absolutely no cell phones, mobile devices, smart watches or any resources such as textbooks or notes can be used or present in the testing area. Also, no student is to wear a headset or hat when testing.

The testing dress code from the current student handbook will apply to online testing.

Students who are unsuccessful on an exam will have the opportunity to schedule a virtual or telephone meeting with the course instructor.

*This class is taught in a distance-learning format. Images and words of class participants may be transmitted live or on a delayed basis to other locations. Classes may be rebroadcast or lectures may be podcast due to extenuating circumstances.*

**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/zoom meetings regularly. Test materials are weighted heavily in favor of lecture/meeting/lab 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.

Instructors will excuse a student from class, zoom meetings, or lab 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](http://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 within 72 hours. If there is a problem, the student should remember that a face-to-face or zoom meeting with the instructor is best. Students should contact the instructor to make an appointment via zoom. **Students should check TCL email and Blackboard course site at least once each day for course/lab/clinical updates and announcements.**

### **Students**

Contact information for instructors is listed on the course syllabus and Blackboard.

The student is responsible for making sure that the instructor and College has his/her current contact information, including telephone number(s) and e-mail address.

**All** students are expected to establish a TCL email account. The student is responsible for checking the course Blackboard site and TCL email account regularly (at least 2-3 times a week) for course announcements and email.

### **Voice Messages**

When leaving a voice mail message for the instructor, the student should speak slowly and clearly. He/she should leave accurate information including accurate telephone number(s) where he/she may be reached. It is helpful to repeat the telephone number at the very end of the voice message.

The Division Administrative Assistant is available on class days from 8:00-5:30 pm. A message left with the Administrative Assistant will be received by the instructor when he/she checks the mailbox. If there is a need to

call an adjunct instructor, call the Division Office 843-525-8267 from 8:00-5:30 pm Monday – Thursday and 8:00 – 11:30am on Friday. The Administrative Assistant will place a note in the instructor's mailbox. A message left with the Administrative Assistant will be received by the instructor when he/she checks the mailbox.

### **E-mail Messages**

The instructor's e-mail address is listed on the course syllabus. When e-mailing the instructor, the student should identify herself/himself in the body of the message. Identifying information should include name, course, and section in which the student is enrolled, and a telephone number where he/she may be reached. With the tools provided by the browser, it might be helpful to create a "signature" with this information for all e-mails. All electronic messages should be written in a professional manner.

E-mails to adjunct instructors may be addressed to the instructor and sent to the Health Sciences Administrative Assistant at [lpwashington@tcl.edu](mailto:lpwashington@tcl.edu). A copy will be made and placed in the adjunct instructor's mailbox or sent to them via e-mail.

### **Grading policy for Scholarly papers TCL Nursing Division**

In order to provide a clear and concise method for evaluating students' written work, the following steps will be taken to ensure consistency and fairness:

- 1) Each course that requires the written submission of a formal paper will include a grading rubric in the course syllabus.
- 2) The signed syllabus acknowledgment form will serve as affirmation that the student is aware of the rubric and expectations prior to submission of written work.
- 3) When graded, the rubric will be attached to the submitted work so the student can see where points were awarded/deducted.
- 4) Students wishing to discuss the assigned grade for the paper must make an appointment with the course coordinator to discuss the findings. Class time may not be used for individual conferences.
- 5) Students will be made aware of TCL resources to assist with writing skills (LRC, reading lab) and encouraged to use these resources prior to submitting written work. Rubrics may have point deduction for failure to submit work to the LRC prior to submission to the course coordinator. Submission method is determined by the course coordinator.
- 6) Point deductions for late submission are expected to be included in the grading rubric.
- 7) In the event a grade below 78 is given, a second faculty member will be asked to read the paper and grade according to the rubric. The final grade will be the average of the two grades. The student may not request a third read.

- 8) Written work is to be held by the course coordinator until the end of the semester after final grades have been posted.
- 9) In the event a student challenges a paper grade, the student is expected to contact the course coordinator to discuss the findings. The student is expected to conduct oneself in a professional manner and remain civil during this process. A deviation from expected behavior may result in a learning contract.
- 10) Any written submission must be time-stamped by Health Science administrative personnel prior to placing in an instructor's mailbox. Electronic submissions are automatically time-stamped.

### **Lippincott Requirements Grading Rubric:**

These assignments and resources are used to help augment your learning of content throughout the course. Please use the rubric below to guide your successful completion of each assignment. The cumulative assignments are worth a total point value of 100 points and the assignments count as 4% of your overall course grade.

	<b>4 points</b>	<b>0 points</b>
<b>PrepU Assignments (16)</b>	Assignment completed by due date with the achievement of a mastery level of 4.	Assignment not completed by due date or assignment completed by due date but without a mastery level of 4.
<b>Concepts in Action (1)</b>	Completion of the assignment by due date	Assignment not completed by due date
<b>Picmonics (8)</b>	Assignment completed by due date with a score of 90 or above.	Assignment not completed by due date or assignment completed by due date but with a score less than 90.
<b>Total Number: 25</b>	<b>Total Possible Points = 100</b>	

\*\* The following assignments are considered part of your required lab preparation and are not counted in the grading scale above. Completion of these assignments by the due date is considered part of your satisfactory grade for your lab. Not completing these assignments by the due date will result in an unsatisfactory grade for the assigned lab and the loss of 1 lab point.

- Watch and Learn: 10-Minute Head-to-Toe Assessment
- Watch and Learn: Nasopharyngeal Suctioning
- Watch and Learn: Catheterizing the Male Urinary Bladder: Indwelling and Intermittent Catheters
- Watch and Learn: Irrigating a Wound Using Sterile Technique
- Watch and Learn: Administering a Continuous Tube Feeding: Using a Feeding Pump and a Prefilled, Closed Tube Feeding Set-up
- Watch and Learn: Changing an Ostomy Appliance

- Watch and Learn: Preoperative Nursing Care on the Day of Surgery
- Watch and Learn: Postoperative Nursing Care on the Day of Surgery

**TECHNICAL COLLEGE OF LOWCOUNTRY  
HEALTH SCIENCES DIVISION  
NURSING PROGRAM  
NUR 134 CLINICAL EVALUATION**

Student Name \_\_\_\_\_ Faculty \_\_\_\_\_

Clinical Site \_\_\_\_\_ Semester \_\_\_\_\_

Fill in appropriate fields to the right & below:

**Student must obtain a Satisfactory "S" grade in all competencies at the Final Evaluation to pass the Course.**

Core Competencies	Formative			Summative	
	S	NI	U	S	U
Focusing on wellness, health promotion, illness and disease management across the lifespan in a variety of settings while recognizing the diverse uniqueness of individuals, the student, by the end of Nursing 134, providing coordinated care to promote optimal health in individuals should be able to:					
<b>Patient-Centered Care</b> <b>Create caring and empathetic relationships that are compassionate, sensitive to diversity, coordinated, and patient-centered. (Caring and Holism) EPSLO #4</b>					
Provide comprehensive patient care in compliance with clinical agency policy and procedure					
Demonstrate understanding of pathophysiology of patient conditions					
Modify interventions to address physical, emotional, and spiritual comfort, pain, and/or suffering					
Promote health and maintenance in acute care settings with respect to diversity (cultural competence)					
Evaluate effectiveness of patient and family teaching and modify plan of care as needed					
<b>Teamwork and Collaboration</b> <b>Use effective interpersonal communication with individuals, families, and members of the healthcare team (Communication) EPSLO #2</b>					
Promptly communicate changes in patient status to the inter-professional team (to include, but not limited to vital signs, pain level, lab values, nutritional status, etc.)					
Conduct patient care reports (hand-off communication)					
Engage patient and caregivers in a partnered relationship by providing relevant information, education, resources, access, and support					
Interpret physician and inter-professional orders and communicate accordingly					
Examine roles of inter-professional health care team					
Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner					
<b>Evidence-Based Practice</b> <b>Develop teaching plans for individuals that focus on health promotion and management of acute and chronic health problems (Teaching and Learning) EPSLO #3</b>					

Core Competencies	Formative			Summative	
	S	NI	U	S	U
Interpret evidence-based practice in healthcare settings					
Demonstrate expected behaviors and complete tasks in a timely manner					
Engage in self-evaluation accepting feedback from instructor(s).					
Assume responsibility for learning					
<b>Quality Improvement</b> <b>Demonstrate responsibility and accountability for improving and contributing to nursing practice using professional standards of care (Professional Behavior) EPSLO #1</b>					
Focus efforts to improve quality of healthcare					
Value ongoing self-assessment and commitment to excellence in practice					
Maintain professional behavior and appearance in compliance with TCL Uniform Policy					
Comply with the Code of Ethics, Standards of Practice, and policies and procedures of The Technical College of the Lowcountry, and clinical agencies					
Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions					
Arrive to clinical experiences and depart at assigned times					
Demonstrate proper techniques of infection control and isolation procedures					
<b>Safety</b> <b>Formulate therapeutic clinical decisions based on technology and standardized practices that support safety and quality. (Clinical competence) EPSLO #5</b>					
Appraise health care environment to determine patient safety needs					
Support national patient safety goals in care delivery					
Perform safe medication administration					
Perform clinical procedures demonstrating appropriate knowledge and skills					
Facilitate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance					
Provide evidence of preparation for clinical learning experiences					
Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)					

**Formative Comments** (Address Strengths and weaknesses)  
Faculty

Student

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

**Summative Comments** (Address Strengths and weaknesses)  
Faculty

Student

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

If applicable: Mid-clinical Evaluation: faculty and student must complete documentation for remediation of unsatisfactory areas.

Unsatisfactory Area	Remediation Strategy

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

### NUR 134 Beginning Nursing Skills

At the conclusion of each laboratory experience, the student's performance is evaluated. The student is awarded a satisfactory or unsatisfactory performance. The student's performance is evaluated based on environmental contribution, attendance, and preparedness. Expectations include:

3. Contributing to a productive learning environment for self and others by
  - a. being prepared for the lab activities by reading and watching videos if applicable
  - b. answering questions and identifying steps or processes about skill
  - c. demonstrating mastery of skills
  - d. remaining attentive
4. Arriving and departing on time. Attendance is expected for each scheduled laboratory experience.

**The student must have a satisfactory Summative Evaluation, obtaining at least 4 of 5 lab points, to be successful in NUR 134 lab.**

Skill	Date completed	Student initials	Satisfactory Faculty Initials	Unsatisfactory Faculty initials & circle factors
<b>Lab # 1 <u>Head to Toe Assessment</u></b>				Environmental Contribution Attendance Professional Attire Preparedness
<b>Lab # 2 <u>Data Collection &amp; Documentation</u></b>				Environmental Contribution Attendance Professional Attire Preparedness
<b>Formative lab evaluation</b>				
<b>Lab #3 <u>Oxygenation &amp; Elimination</u></b>				Environmental Contribution Attendance Professional Attire Preparedness
<b>Lab # 4 <u>Wound Care</u></b>				Environment Contribution Attendance Professional Attire Preparedness

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

<b>Lab # 5 <u>Tube Feeding, Surgical Care, Critical Thinking,</u></b> <b><u>Lab value interpretation</u></b>				Environmental Contribution Attendance Professional Attire Preparedness
<b>Summative lab evaluation</b>				

Technical College of the Lowcountry

Journal Article Summary

NUR 134

Conduct a literature search through the Technical College of the Lowcountry Learning Resource Center online database system and locate an evidence-based practice article from a peer-reviewed study (not a letter to the editor or a brief 1-2 column blurb) that:

- addresses **one** of these topics:
  - the nursing process
  - cardiac problems
  - oxygenation problems
  - elimination
  - immunity
  - wound care
  - pain
  - the post-surgical patient
  - enteral feedings
- is obtained from a **nursing journal** published in the United States within the last five years
- is **written about nursing practices in the United States**

The paper must:

- follow APA format (7<sup>th</sup> edition, student version)
- use correct grammar and punctuation
- include a title page and reference page (an abstract is not required for this assignment)

The paper must answer the following questions in **one to two pages**:

- 1) What is the major focus of the article?
- 2) Why is this article important to nursing?
- 3) What is one strategy that you can implement in your care as a nursing student as a result of reviewing this article?

Submit in addition to the paper:

- a complete copy of the article
- proof of submission to the tutoring center with visible date and time

**Points will be deducted for the following:**

- Article that does not meet criteria (-10 points)
- Late Submission (-10 points/day)
- Article Not Submitted (-10 points)
- Not submitted to tutoring center by date/time indicated on the course calendar (-5 points)

Each required component of the assignment must be uploaded to the “Writing Assignment” tab in Blackboard by the date/time listed on the course calendar.

- Do not type student’s name on paper. Only type student’s ID number.
- Make sure you follow APA format for a journal obtained via an online database.
- Do not use first person in paper.
- Paper grades will be posted at the end of the semester.
- Copies of student’s papers may be requested after the final course grade has been posted.

NUR 134 JOURNAL ARTICLE SUMMARY RUBRIC

Datatel Number \_\_\_\_\_

Points x Multiplier=Total Points

CRITERIA	Above Average (5 points)	Average (3-4 points)	Needs Improvement (1-2 points)	Incomplete (0 points)	Weight	Points (out of 5)	Multiplier	Total Points
<b>What is the major focus of the article?</b>	Topic sentence/paragraph accurate and substantiates the question.  4 or more supporting statements.	Topic sentence/ paragraph accurate and substantiates the question.  2-3 supporting statements.	Topic sentence/ paragraph not accurate or does not substantiate the question.  Less than 2 supporting statements.	Topic sentence/ paragraph missing.  Supporting statements or paragraphs are missing.	30%	_____	x 6	_____
<b>Why is this article important to nursing?</b>	Topic sentence plus 4 or more supporting statements.  Supporting statements or substantiate the topic sentence.	Topic sentence plus 2-3 supporting statements.  Supporting statements substantiate the topic sentence.	Topic sentence plus 1 supporting statement.  Supporting statements do not substantiate the topic sentence.	Topic sentence is missing.  Supporting statements are missing.	25%	_____	x 5	_____
<b>What is one strategy that you can implement in your care as a nursing student as a result of reading this article?</b>	Topic sentence plus 4 or more supporting statements.  Supporting statements substantiate the topic sentence.  Supporting details are presented clearly.	Topic sentence plus 2-3 supporting statements.  Supporting statements substantiate the topic sentence.  OR Supporting details are not presented clearly.	Topic sentence plus 1 supporting statement.  Supporting statements do not substantiate the topic sentence.  Supporting details are not presented clearly.	Supporting statements are missing	25%	_____	x 5	_____
<b>Length and Organization</b>	Paper meets length requirement.  Paper is logically organized and sequenced.  Content flows from one sentence/ paragraph to the next.	Paper meets length requirement.  Paper is logically organized and sequenced.  Content does not flow from one sentence/ paragraph to the next.	Paper meets length requirement.  Paper is not logically organized and sequenced.  Content does not flow from one sentence/ paragraph to the next.	Paper does not meet length requirement.	10%	_____	x 2	_____
<b>Mechanics</b>  <b>APA Format</b>	Paper has fewer than 2 spelling and/or grammatical errors.  Paper has fewer than 2 formatting errors.	Paper has 2-3 spelling and/or grammatical errors.  Paper has 2-3 formatting errors	Paper has 4 or more spelling and/or grammatical errors.  Paper has 4 or more formatting errors	Paper is incomplete	10%	_____	x 2	_____

Article that does not meet criteria (- 10 points) \_\_\_\_\_

Paper not submitted to LRC Tutoring Center by date/time required (-5 points)\_\_\_\_\_

Late Submission (- 10 points/day) \_\_\_\_\_

Article Not Attached (- 10 points) \_\_\_\_\_

Total points (out of 100 possible)\_\_\_\_\_

**Acknowledgement of Nursing Course Syllabus and/or Syllabus Addendum, Health Sciences  
Division Handbook, and Nursing Program Handbook**

I \_\_\_\_\_, understand it is my responsibility to read the Nursing Syllabus for NUR 134, for the semester of \_\_\_\_\_. I have also read the Nursing Program Handbook, and Division Handbook.

Students should read the Syllabus and/or Addendums, including appropriate Program Handbook, and Health Sciences Division Handbook. This will allow the student to have a better understanding of the expectations of the class, program, and its faculty. Students are always notified when updates have been made as they will be asked to sign additional Acknowledgement Sheets.

Students who are able to successfully complete the lecture component of the course but are not able to successfully complete the lab or clinical components of a course for any reason will receive an “I” (incomplete) for the course and be expected to complete the incomplete portions the following semester in order to receive a final grade for the course.

Students will be expected to sign this statement indicating they have read and understand the Appropriate Class Syllabus and/or Addendum, including appropriate Program Handbook, and Division Handbook.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date