



NUR 265 Nursing Concepts and Clinical Practice II

Course Description

NUR 265 Nursing Concepts & Clinical Practice II, Lecture 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.

Prerequisites: BIO 225, ENG 101, NUR 155, NUR 158

Corequisite: NUR 162

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

Lippincott's CoursePoint for Hinkle & Cheever: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th ed. Philadelphia: Lippincott Williams & Wilkins. (Required)

Nursing drug guide (less than two years old) (Required)

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association. (Recommended)

Coviello, J. (2016). ECG interpretation made incredibly easy. (6th ed.). Philadelphia, PA: Wolters Kluwer. (Recommended)

Gersch, C., Heimgartner, N.M., Rebar, C.R., & Willis, L.M. (2017). Medical-surgical nursing made incredibly easy. (4th ed.). Philadelphia, PA: Wolters Kluwer. (Recommended)

Laboratory Requirements

NUR 265 Laboratory Pack

Stethoscope

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. 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 clinical component of this 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. communicate inflammation immune response concepts
11. compare common health definitions
12. compare emergency personnel roles
13. compare primary and secondary immunodeficiencies
14. consider client specific problems
15. contrast common health definitions
16. create safe effective care environment*
17. critique critically ill clients respiratory problems*
18. describe adult learning best practice interventions
19. determine life threatening complications*
20. differentiate nursing diagnosis and medical problems

21. discuss nursing interventions
22. discuss older adult health care concerns*
23. evaluate client food choices
24. evaluate infection interventions
25. explain diagnostic cardiovascular pre and posttest care
26. analyze clients hydration status*
27. analyze clinical manifestation changes
28. analyze clinical manifestations
29. analyze rhythm strip
30. discern illness prevention levels
31. explain intervention rationales
32. explain planned surgical procedures
33. identify common cardiac dysrhythmias
34. identify medical surgical nursing roles & responsibilities
35. illustrate critical thinking and evidence based practice relationship
36. interpret clients arterial blood gas values
37. interpret physical and diagnostic assessment findings
38. interpret serum electrolyte values
39. investigate intraoperative personnel responsibilities
40. justify commonly used therapies
41. list nursing responsibilities
42. manage client care
43. monitor drug therapy clients*
44. perform client physical assessment
45. prevent infusion therapy complications
46. prioritize resuscitation interventions
47. promote health maintenance
48. critique medical surgical critical thinking processes
49. design discharge plan
50. diagnose client risk
51. encourage health maintenance
52. realize client risks
53. recognize clinical manifestations
54. recognize nursing primary care features
55. diagram complimentary therapies purpose and adverse effects
56. encourage health enhancing behaviors
57. identify nurse provided complementary and alternative therapies
58. illustrate elder neglect abuse signs and symptoms
59. promote wellness strategies
60. clarify diagnostic procedures
61. review nursing process key components
62. review tissue perfusion
63. select clinical documentation best practice interventions
64. translate disease related cancer consequences
65. understand altered cell growth and cancer development
66. understand genetic influence factors
67. select mind body therapy examples
68. state complementary and alternative therapies cultural aspects
69. characterize vascular access devices
70. delineate case management goals
71. categorize intravenous infusion therapy types

72. consider complementary and alternative therapies client care implications
73. delineate health maintenance organization and preferred provider organization
74. differentiate surgical purpose and types
75. adapt cultural assessment methods
76. address physical and emotional individual clients needs
77. depict post-mortem care
78. detect death pathophysiology
79. develop community based teaching plans

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 completed 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 as outlined in the TCL Nursing Handbook;
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.

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 75% on the focused reviews and remediate for at least one minute on all items missed in order to receive a "complete". These reviews may be taken as many times as needed to reach the 75% score. Students will be assigned a date to complete the Kaplan Integrated testing in the testing center. Assigned dates will be posted to 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 proctored exam. If the student scores below the national normed average, remediation will be assigned by the course coordinator. Failure to complete all Kaplan assignments by the dates indicated on the course calendar 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 and clinical. Nursing skill laboratory hours are a part of the total clinical hours for the course. 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 all laboratory skills.

The student's performance is evaluated based on environmental contribution, attendance, professional attire 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 assigned videos if applicable.
 - b. answering questions and identifying steps or processes regarding skills.
 - c. demonstrating mastery of skills.
 - d. remaining attentive.
 - e. maintaining a professional demeanor at all times.
2. Arriving and departing on time. Attendance is expected for each scheduled laboratory experience. Any time missed due to absence must be made up by the end of the semester in order to receive a satisfactory.
3. TCL Nursing Uniforms are to be worn in all laboratory learning sections. Students must adhere to the TCL Nursing Clinical Uniform policy anytime the student is in uniform.

Any second-year student who arrives for clinical out of compliance with the uniform policy will be sent home which will result in a loss of clinical hours. No make-up opportunities for uniform violations will be offered.

Course Evaluation

Clinical Experience	Satisfactory
Laboratory	Satisfactory
Kaplan Assignments	Completed by due date
Unit exams	60% (3 tests – 20% each)
Final exam	30% (cumulative)
Discussion posting	5%
<u>Writing assignment</u>	<u>5%</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.

Course Schedule

Lecture: 6 hours each week

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

Labs: 1 hour campus labs on variable weeks

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) 525-8242 or (843) 525-8219 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. 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.

2. 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.
3. 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.
4. For all online courses, students must complete an assignment designated by the instructor during the first week of classes. The instructor will drop the student from the course if the initial assignment is not completed.
5. 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.
6. A student must take the final exam or be excused from the final exam in order to earn a non-withdrawal grade.
7. 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.
8. 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.
9. 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 clinical facility must be notified via phone message no later than 30 minutes prior to your clinical start time along with Division of Health Sciences Administrative Assistant also being 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)**.

10. 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.**

11. NUR 265 Course Orientation is mandatory.

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

ONLINE ATTENDANCE PROCEDURE

For all online courses, students must complete an assignment designated by the instructor during the first week of classes. The instructor will drop the student from the course if the initial assignment is not completed.

Instructors will withdraw students from the class when required attendance is not maintained. Attendance in an online course is defined by; at least once weekly course access and by completion of assignments as required by the instructor. Each student will be expected to access the web class at least once a week and complete weekly assignments on time. Additional access is encouraged and may be necessary for successful completion of classes.

Failure to log in weekly and complete assignments will result in the student being withdrawn from the course. The instructor will assign a grade of "W," "WP," or "WF" based upon the student's academic standing as the last date of attendance, which is the last login. Students are responsible for any financial matters associated with an administrative withdrawal. If a student fails to email the instructor (using the my.tcl.edu email account) requesting to be dropped from the course and has not submitted the initial assignment required during the first week of class, the instructor will assign a "Never Attended" code in the student information system no later than ten calendar days after the first day of the class. Students who are dropped as a result of never attending the course are still responsible for all fees associated with the course.

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, WLHV 101.1, WSOK 1230 AM, WAEV 97.3, WTOC TV, WTGS TV, WJWJ TV, and WSAV TV. With TCL's Text Alerts you can receive immediate notification of emergency events via text messaging on your cell phone. All students are strongly encouraged to register their cell phones with this service. Signing up is easy, just fill out the simple form on the TCL website (<https://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.

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.

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 from 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.

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 will receive a "0" grade for the examination unless other arrangements are made with the individual instructor prior to the examination day or on the examination 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. ***During examinations, students must remove watches and hats and place in the front of the classroom, along with all personal belongings and electronic devices. There is a 10 point penalty on the test for any noise emitting from an electronic device. Only answers transferred and completed on Scantron sheets will be graded electronically to count towards the test score. Students are allowed to have two #2 pencils and a basic calculator. Students are also required to wear their TCL badge during all tests.***

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. No course grades will be posted in public areas. For questions, contact the TCL Help Desk at 525-8344 or the Registrar's office at 525-8210.

*Students with concerns or questions regarding grades earned for class assignments should contact the course coordinator within one week of grades being posted. Students who score 78 or less on exam 1 and/or exam 2 **must** create an academic success plan and meet with an instructor to discuss success strategies. Students must meet with an instructor within two weeks of taking an exam.*

Honorlock Online Proctoring and Technology Requirements

TCL uses an online test proctoring service called Honorlock to monitor some online tests as an alternative to in-person proctoring. Your instructor may elect to have some of your tests proctored using Honorlock. If so, you will need to make sure that you have access to the necessary equipment in order to take your online-proctored tests:

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

ONLINE TESTING

Online examinations will consist of 50 questions except for the final examination which will consist of 100 questions. Students will be allowed a simple calculator, a pencil, and a single blank sheet of paper to answer 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.

*****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. *****

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 meeting with the instructor is best. Students should contact the instructor to make an appointment. **Students are 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.**

**Division of Health Sciences Administrative Support
Office Location: Building 4, Room 115 (Beaufort campus)
Telephone Number: 843-525-8267**

NUR 265 Nursing Concepts and Clinical Practice II – Laboratory Learning Experiences *Check List & Evaluation*

Student Name (Print): _____

Learning Experience(s)	Date completed	Satisfactory Faculty initials	Unsatisfactory Faculty initials; circle factors
<u>Week 1</u> Demonstrate proper usage of high fidelity simulators. Perform a head to toe physical assessment on a hospitalized client.			Environment Attendance
<u>Week 2</u> Demonstrate aseptic and safe technique for peripheral IV insertion.			Environment Attendance
<u>Week 3</u> Utilize sterile and safe techniques to access an implanted venous catheter Demonstrate aseptic technique to flush central line catheters. Demonstrate aseptic and safe techniques to draw venous specimens from central line devices.			Environment Attendance
<u>Week 4</u> Recognize signs and symptoms of hyper/hypoglycemia. Identify hyper/hypoglycemia as evidence by blood glucose level. Implement appropriate treatment for hyper/hypoglycemia. Recall onset, peak, and duration of action of insulins. Recognize and manage reaction to new-onset diabetes.			Environment Attendance
<u>Week 5</u> No lab this week	N/A	N/A	N/A
Formative Lab Evaluation:			

<u>Week 6</u> Identify postoperative complications associated with immobility. Implement a focused respiratory assessment. Recognize symptoms of pulmonary embolism as life threatening. Provide timely interventions for respiratory distress. Administer heparin therapy, as ordered.			Environment Attendance
<u>Week 7</u> Determine basic EKG rhythms and appropriate nursing interventions. Demonstrate accurate use of EKG calipers to measure: rate, PR interval, QRS complex			Environment Attendance
<u>Week 8</u> No lab this week	N/A	N/A	N/A
<u>Week 9</u> No lab this week	N/A	N/A	N/A
<u>Week 10</u> Implement a focused cardiac and respiratory assessment. Evaluate the effectiveness of pain management. Demonstrate appropriate nursing interventions in a patient with pancreatitis.			Environment Attendance
<u>Week 11</u> Identify signs and symptoms of bowel obstruction and severe dehydration. Analyze lab values to identify fluid and electrolyte imbalance. Implement treatment for a bowel obstruction and dehydration in a timely manner.			Environment Attendance
<u>Week 12</u> Implement blood administration protocol. Discuss potential adverse effects associated with blood administration. Monitor patient closely during blood transfusion for potential adverse effects.			Environment Attendance
<u>Week 13</u> No lab this week	N/A	N/A	N/A
<u>Week 14</u> Kaplan Integrated Testing: Medical Surgical 2 Remediation required if score is below benchmark.			Completed late
Summative Lab Evaluation:			

**TECHNICAL COLLEGE OF THE LOWCOUNTRY
NUR 265 Nursing Concepts & Clinical Practice II**

Patient Teaching Plan

Purpose

The purpose of this assignment is for students to prepare a scholarly paper with an emphasis on developing, implementing, & evaluating a basic teaching plan with a focus on health promotion and management of acute and chronic health problems of an identified patient in the clinical setting.

Course Outcomes

Through this assignment, the student will demonstrate the ability to:

- (CO 2) Assess the holistic health needs of individuals within the context of the family.
- (CO 3) Examine the process of making therapeutic decisions.
- (CO 4) Compare the nursing implications of care for patients with predictable and unpredictable health concerns.

Total Points Possible

100 (5% of total course grade)

Requirements:

1. This paper will be graded upon quality of information, format of paper, use of citations and references, grammar, and organization. Each student will be required to identify a patient in the clinical setting from their assignment.
2. The length of paper is to be 3-5 pages, excluding title page and reference page. Extra pages will not be read by the instructor and will not count toward the student's grade.
3. For every day this assignment is late, 5 points will be deducted from the student's total grade.
4. Submit a digital copy to Blackboard under the "Writing Assignment" Tab. Electronic copies will be submitted to Safe Assign (a tool used to identify plagiarism). Plagiarism is neither tolerated nor acceptable at the Technical College of the Lowcountry.
5. APA format (7th edition) is required for this assignment including a title page and reference page.
 - a. Use size 12 font, Times New Roman, and 1 inch margins on all sides of the paper.
6. Additional Guidelines:
 - a. Limit direct quotes to three.
 - b. A minimum of 2 scholarly (empirical) **nursing journal references** must be cited and referenced. Textbooks may be used and cited but will not be counted as one of the 2 required scholarly references.
 - c. References cannot be greater than 5 years old.
 - d. All sources cited in the text must appear in the reference list and each entry in the reference list must be cited in the text.
7. Upload for proofreading: <https://www.tcl.edu/student-services/tutoring/>. To receive the points for this section, documentation must be submitted to Blackboard from the Tutoring Center under the "Writing Assignment" tab.

**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.

Criteria				
	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 0%
Introduction 5%	<p>Introduction is clear.</p> <p>The topic is briefly introduced and the importance of the topic is explained accurately.</p> <p>States the paper's purpose and topics to be covered.</p>	<p>Introduction is clear.</p> <p>The topic is briefly introduced and the importance of the topic is explained with rare inaccuracy.</p> <p>States the paper's purpose and topics to be covered.</p>	<p>Introduction lacks clarity.</p> <p>The topic is briefly introduced and the importance of the topic is explained with multiple inaccuracies.</p> <p>OR</p> <p>The topic is not briefly introduced or the importance of the topic is not explained</p> <p>States the paper's purpose and topics to be covered.</p>	<p>Introduction is missing.</p>
	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 25%
Assessment 15%	<p>An exceptional description of patient assessment data from your physical assessment is described.</p> <p>States the patient's admitting diagnosis with accurate rationale of how this diagnosis relates to the identified patient.</p> <p>Empirical evidence from 2 sources.</p>	<p>A competent description of patient assessment data from your physical assessment is described.</p> <p>States the patient's admitting diagnosis with accurate rationale of how this diagnosis relates to the identified patient.</p> <p>Empirical evidence from 1 source.</p>	<p>A satisfactory description of patient assessment data from your physical assessment is described, but with lack of clarity.</p> <p>States the patient's admitting diagnosis and explains how this diagnosis relates the identified patient data with lack of clarity or specificity.</p> <p>Lacks empirical evidence.</p>	<p>A description of patient assessment data is not described.</p> <p>States the patient's admitting diagnosis but does not explain how the diagnosis is related to the patient data.</p> <p>OR</p> <p>Patient's admitting diagnosis is not stated.</p> <p>Lacks empirical evidence.</p>
	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 0%
Analysis 15%	Clearly identifies three-(3) priority patient nursing diagnoses related to the identified significant patient data.	Identifies two-(2) priority patient nursing diagnoses and describes how those problems correspond with the patient's data rare inaccuracy.	Identifies one-(1) priority patient nursing diagnosis and describes how the problem corresponds with the patient's data rare inaccuracy.	Priority patient problems are not included.
	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 0%
Patient Outcomes 15%	Clearly develops three (3) individualized, clear outcomes which are specific, measurable and inclusive of timeframes for completion.	Develops two (2) individualized, clear outcomes which are specific, measurable, and inclusive of timeframes for completion.	Develops one (1) individualized, clear outcome which is specific, measurable, and inclusive of timeframe for completion.	Does not identify any clear outcomes.

	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 0%
Cultural Needs 5%	<p>Clearly identifies two-(2) culturally significant learning needs present for the patient and discusses how the identified needs may impact patient outcomes.</p> <p>Empirical evidence from 2 sources.</p>	<p>Clearly identifies two-(2) culturally significant learning needs present for the patient and discusses how the identified needs may impact patient outcomes.</p> <p>Empirical evidence from 1 source.</p>	<p>Clearly identifies one-(1) culturally significant learning needs present for the patient and discusses how the identified needs may impact patient outcomes.</p> <p>Lacks empirical evidence.</p>	Does not identify the patient's culturally significant learning needs.
	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 0%
Teaching/Learning 25%	<p>Identifies 3 priority nursing interventions relevant for the patient based on the nursing diagnoses given in analysis.</p> <p>Clearly indicates how teaching/learning will occur with each chosen nursing interventions, whether or not others need to be included in teaching (family, caregivers, interdisciplinary team members, etc.) with evidence to support their inclusion, and how will patient demonstrate understanding of education given.</p> <p>Empirical evidence given.</p>	<p>Identifies 2 priority nursing interventions relevant for the patient based on the nursing diagnoses given in analysis.</p> <p>Clearly indicates how teaching/learning will occur with each chosen nursing interventions, whether or not others need to be included in teaching (family, caregivers, interdisciplinary team members, etc.) with empirical evidence to support their inclusion, and how will patient demonstrate understanding of education given.</p> <p>Empirical evidence given.</p>	<p>Identifies 1 priority nursing intervention relevant for the patient based on the nursing diagnoses given in analysis.</p> <p>Clearly indicates how teaching/learning will occur with each chosen nursing interventions, whether or not others need to be included in teaching (family, caregivers, interdisciplinary team members, etc.) with evidence to support their inclusion, and how will patient demonstrate understanding of education given.</p> <p>Lacks empirical evidence.</p>	Does not identify priority nursing interventions.
	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 0%
Conclusion 10%	<p>Concluding content is concise and summarizes at least 3 main points of the paper.</p> <p>Should include the writer's new knowledge gained from writing the paper.</p>	<p>Concluding content is concise and summarizes at least 2 main points of the paper.</p> <p>Should include the writer's new knowledge gained from writing the paper.</p>	<p>Concluding content is concise and summarizes at least 1 main point of the paper.</p> <p>Does not demonstrate any new learning from the writer.</p>	Conclusion is missing.
	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 25%
Adherence to Guidelines 5%	<p>Paper meets length requirement.</p> <p>Paper is logically organized and sequenced.</p>	<p>Paper meets length requirement.</p> <p>Paper is logically organized and sequenced.</p>	<p>Paper meets length requirement.</p> <p>Paper is not logically organized and sequenced.</p> <p>OR</p>	<p>Paper does not meet length requirement.</p> <p>OR</p> <p>Paper is not logically organized and sequenced.</p> <p>OR</p>

	Content flows from one sentence/paragraph to the next. All guidelines under Requirement #6 are followed.	Content does not flow from one sentence/paragraph to the next. All guidelines under Requirement #6 are followed.	Content does not flow from one sentence/paragraph to the next.	Content does not flow from one sentence/paragraph to the next.
	Above Average 100%	Average 80%	Needs Improvement 40%	Incomplete 0%
Mechanics & APA Format 5%	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

Paper not submitted to LRC Tutoring Center (-5 points) _____ Late Submission (- 5 points/day) _____ Total points (out of 100 possible)_____

Acknowledgement of Nursing Course Syllabus and/or Syllabus Addendum

I _____, understand it is my responsibility to read the Nursing Syllabus for NUR _____, 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

Online Testing Guidelines

1. All exams will be taken at the regularly scheduled time through Honorlock. This means you will need a computer with a camera and internet. Before you begin the exam you will need to do:
 - a. Watch the Honorlock Orientation
 - b. A visual of your student ID. You will NOT be able to access the exam without this.
 - c. A complete 360 degree environmental scan of your testing area and the desk area around the computer. This must be a slow and complete scan. I need to see the whole area...walls, floor, desk.
 - d. During the exam, you will be recorded...video and audio. Feel free to read the question or rationalize the answers out loud...nobody will hear you but me.
 - e. At the completion of the exam, another 360 degree environmental scan must be completed.
 - f. Exams, like before will be timed. You will be given exact times in the exam instructions.
2. All exam recordings will be reviewed. Any significant 'flagging' will be discussed with the student. Habits and patterns that are flagged include:
 - a. Taking eyes off the computer screen repeatedly...for example, reading the screen then looking to the right
 - b. Moving out of the camera view
 - c. Having more than one person in the room
3. Absolutely no cell phones, mobile devices, smart watches or any resources such as textbooks or notes can be used.
4. The testing dress code from the current handbook will apply to online testing.
5. Students who are unsuccessful on an exam will have the opportunity to schedule a virtual meeting (phone call, facetime, Zoom) with their instructor(s).

Student's Name: _____

Student's Signature: _____

Date: _____