



**921 Ribaut Road, PO Box 1288
Beaufort, SC 29901-1288
NUR 275
Contemporary Nursing Practice III**

Course Description

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

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

Prerequisites: MAT 120, NUR 265, NUR 162.

Co-requisite: ENG 102, Approved Humanities Elective, and NUR 274

Course Focus

This course prepares the student to make clinical judgements for the delivery of nursing care to individuals with complex health issues.

Required Text and References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author

Gahart, B. L. & Nazareno, A. R. (2018). *2018 Intravenous medications* (32nd ed.) St. Louis, MO: Elsevier Mosby.

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

A laboratory pack is required and is available at the bookstore.

Nursing drug guide (less than 2 years old)

Nursing Diagnosis handbook (copyright of 2016 or newer)

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/>

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 Student Learning Outcomes. Upon successful completion of the course (grade of 78% or better) a student will be able to:

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

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

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

Course Goals

The following list of course goals (**college wide IPSI outcomes**) will be addressed in the course.

1. **administer IV push medications***
2. analyze at risk families
3. analyze folk medicine practices
4. **anticipate common health problems***
5. **anticipate complex health problems***

- 6. use safe medication practices***
7. apply clinical practice standards
8. apply ethical principals
- 9. appraise emergency situations***
- 10. appraise patient risk***
11. assess lifestyle risks
12. synthesize cultural practices
- 13. assess pain***
- 14. assess patient biological needs***
15. assess patient emotional needs
16. collaborate patient needs
17. collaborate with health team members
18. communicate patient issues
19. compare and contrast key terms
- 20. compare drug administration routes***
21. compare emergency personnel roles
22. complete cultural assessment
23. critique alternative healthcare practices
24. define key terms and concepts
25. delegate nursing care
26. delegate unit tasks
- 27. delineate nursing interventions***
28. deliver patient focused care
- 29. deliver quality care***
30. determine complex renal care
31. determine family education needs
- 32. display intraspinal analgesia knowledge***
- 33. demonstrate comprehensive knowledge***
34. demonstrate comprehensive skills
35. develop health promotion plans
36. determine patient education needs
- 37. demonstrate professional behavior***
38. describe snake bite care
39. summarize gastrointestinal bleed care
40. develop patient care approaches
41. differentiate surgical procedures
42. distinguish drug reaction types
43. evaluate care plan
44. discriminate drug effects
45. evaluate infusion site
46. document nursing interventions
47. use effective communication
48. document pain assessment
49. enhance nursing responsibilities
50. establish care plan
51. discuss pelvic fracture care
52. summarize patient care priorities
53. employ best practices

54. evaluate patient care outcomes
 55. evaluate patient outcomes
 56. examine geriatric acute care
 57. format patient care outcomes
 58. implement care plan
 59. implement infusion therapy
 60. implement pain relief measures
 61. explain spider bite care
 62. exhibit leadership skills
 - 63. expound drug therapy***
 64. examine esophageal varices care
 65. format patient care goals
 66. synthesize quality improvement process
 67. implement patient care approaches
 68. incorporate learning needs
 69. integrate healthcare informatics
 - 70. integrate physical assessment findings***
 71. integrate psychosocial assessment findings
 72. summarize patient risk
 73. integrate special care needs
 74. maintain effective care environment
 - 75. maintain patient confidentiality***
 76. maintain safe care environment
 77. monitor intravenous therapy
 78. optimize geriatric care
 - 79. outline IV push medication administration***
 80. outline nursing interventions
 81. perform responsibly
 - 82. practice safe techniques***
 83. prioritize nursing care
 - 84. prioritize patient risk factors***
 - 85. prioritize resuscitation interventions***
 86. provide patient education
 87. reduce family anxiety
 88. reduce patient anxiety
 89. respect cultural beliefs
 90. revise care plan
 91. select best practice interventions
 92. summarize acute renal failure
- (*designates a CRUCIAL goal, which there are 21 curriculum concepts related to program outcomes)

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 will be required to do at least 10 Q-Bank questions each week in order to receive credit. The student must score at least a 60% on the Kaplan Q-Bank questions and remediate for at least one minute on all items missed. Students will be assigned a date to complete the Kaplan Integrated test in the testing center. Assigned dates will be posted to Blackboard and/or the course calendar. 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 will result in a grade of Incomplete ("I") for the course and non-progression in the nursing program. Students having difficulty with any components of this course must speak personally with the course coordinator three (3) business days or more in advance of the published due dates.

Kaplan Path to NCLEX Success. Students must access the Kaplan website and click on the button **Go to your Study Plan**. Students will then print out the study guide as this is what the student will use to document his or her work. The student is to complete all items as listed below and document all work on the study plan.

View the following Kaplan videos on the **Go to your study guide link**.

- Watch me first
 - Watch me second
 - Watch me third
 - Watch me fourth
 - Watch me fifth
1. Download the Classroom Posters on the Kaplan site and review.
 2. Provide proof of all Kaplan video completion via email.
 3. Take the Kaplan Question Trainer 1 at home by due date and document the score on the Kaplan Study Plan. All incorrect items must be remediated for at least 1.5 minutes in order to be considered complete.

4. Take the Kaplan Question Trainer 2 at home by due date and document the score on the Kaplan Study Plan. All incorrect items must be remediated for at least 1.5 minutes in order to be considered complete.
5. Take the Kaplan Question Trainer 3 at home by due date and document the score on the Kaplan Study Plan. All incorrect items must be remediated for at least 1.5 minutes in order to be considered complete.
6. Take the Kaplan Diagnostic test at home by due date and document the score on the Kaplan Study Plan. All incorrect items must be remediated for at least 1.5 minutes in order to be considered complete.

Nursing laboratory

Nursing clinical 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 develop and refine nursing care skills, develop clinical judgement decision making, as well as become familiar with equipment and nursing clinical techniques.

The student utilizes the nursing laboratory to practice learned past and newly acquired skills. Skills must be practiced in the laboratory before being used in the clinical setting. Competence of a skill must be demonstrated in the nursing laboratory and clinical setting. Students are responsible for material covered in skills laboratory. To progress in the course and program, the student **MUST** achieve a satisfactory skill criterion and demonstrate competence in clinical laboratory skills by the end of the course.

Student performance is evaluated based on preparedness, skill development, clinical judgement, active learning contributions, attendance, and professional appearance. ***Uniforms are to be worn in clinical laboratory learning and when completing orientation or clinical experience within the clinical agency.***

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 assigned videos and completing worksheet if applicable.
 - b. identifying clinical skill steps or processes.
 - c. answering questions and completing critical thinking case studies.
 - d. demonstrating skill competency.
 - e. remaining attentive.
2. Arriving and departing on time. Attendance is taken for each scheduled laboratory experience. Any laboratory time missed due to absence must be made up by the end of the semester in order to receive a satisfactory in laboratory.

Clinical learning experience

It is the expectation of the course coordinator and the clinical instructor that the student is prepared every clinical day to care for his/her assigned patient(s). Clinical requirements for attending the clinical experience varies per clinical agency. If at any time the student is not current with the agency requirement the student may not begin or continue in the clinical experience. Students who do not meet clinical requirements as required by the agency will be required to withdraw from the course.

Patient assignments will begin at 1 patient and progress to 4 patients per clinical day. To successfully fulfill the clinical component of the course, all clinical outcomes must be rated satisfactory on the clinical evaluation tool. 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.

Communication

Instructors will generally respond to voice mail messages and e-mail messages within 72 normal working hours. Faculty do not normally respond to communication on weekends, after work hours, or holidays. It is the expectation that the student checks 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. If there is a problem, the student should remember that a face-to-face meeting with the instructor is best.

At any time a student is falling behind in academic achievement, laboratory skill achievement and/or clinical performance, it is imperative to the student to seek immediate assistance from the course coordinator. The student is to develop an “*Academic Plan for Success*” and meet with the course coordinator to discuss academic success for the course.

Interactive Case Study

There are six interactive case studies due for this course. The due dates and times are listed on the course calendar and on Lippincott class website. Students are to complete the case studies by the due date. **All case studies must be completed to receive satisfactory in Lab.**

Guidelines for the Scholarly Paper

The student should use the following outline to write a scholarly paper about an experience with a complex medical/surgical case in the clinical setting. In paragraph format explain the case and include supporting literature or rationales to support the nursing process of assessment, nursing diagnosis, planning/interventions, and evaluation of patient outcomes. ***Correct APA format using the “Publication Manual of the American Psychological Association, 7th ed.”*** is the expectation.

I. Introduction (20%)

- A. Includes a purpose statement (The purpose of this case presentation.)
- B. States why this case is an important learning opportunity
- C. Provide necessary supportive statistical data on a medical condition.

II. Case (15%) (No patient identifying information is to be used such as hospital or admission dates. HIPAA rules apply.)

- A. Demographics (age, height, weight, BMI, sex, race [cultural considerations], and occupation)
- B. Admitting medical diagnosis relevant to the presentation
- C. Physiological adaptation of the condition(s) (focus on important Pathophysiology concerns, use citations).

III. Assessment (20%) A. Nursing process approach (use of citations will add value to support your statements).

- 1. Assessment
 - a. Vital signs and focused nursing health assessment related to the diagnosis.
 - b. Medication assessment (lists all medications ordered relevant to the patient’s condition).
 - c. Laboratory and diagnostic tests related to the condition.

IV. Care Plan (25%) 1. Three Nursing Diagnosis and prioritize the most important nursing diagnosis

and explain your rationale for your choice (It is acceptable to combine the planning and implementation phases of the nursing process)

3. Planning/Implementation (What relevant care was planned to achieve health care goal? (What did you do for

the priority nursing diagnosis?)

4. Evaluation (Present nursing actions that were effective and/or ineffective to care goal)

a. effective action toward goal outcome.

b. ineffective actions toward goal outcomes (if present).

V. **Conclusion (10%)** (Summarize the case and identify what is unique about this case?) **(15%)**

VI. **Adherence to Guidelines (5%)**

VII. **Mechanics &APA Format (5%)**

The number of pages is a minimum of 5 and a maximum of 10, double spaced, Times New Roman 12 pt. font size with 1 inch margins and headings appropriate for the case using APA 6th ed. format. The title page, and the reference page(s) are not counted in the total number of pages. Data presented in table format is to be included at the end of the paper and will not be counted within the page limit. Direct quotes may be used to emphasize a thought, provide a definition, or state an author's position or opinion. Direct quotes are limited to three (3) or less than 5% of the total word count for the paper. Direct quotes, with quotation marks or a block quote, should include the author(s), date of publication and page number. If statistics are used, a reference citation should include a page number but quotation marks are not necessary as this is not a direct quote but a close paraphrase. Paraphrase in your own words to adequately cover the case. **Three or more nursing journal (2016+) articles are the expectation.** Name the file Last Name_FI_NUR275_Scholarly Paper (Turbeville_A_NUR275_ScholarlyPaper) and upload to blackboard safe assignment as per course calendar. Late submissions will be deducted 5 points every day **to include weekends and holidays.**

Course Grading

Laboratory skill development	Satisfactory
Lippincott Case Studies	Satisfactory
Clinical evaluation	Satisfactory
Kaplan assignments	Completed by due date
Discussion Questions	5%
Written scholarly paper	5%
3 unit exams at 20% each	60%
1 final comprehensive exam	<u>30%</u>
	100%

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

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

To be successful in this course and receive a passing grade, the student clinical experience and laboratory skill development must be at the satisfactory level and the final course grade must be 78.00 or greater. Final grades are not rounded up.

Students absent from an examination or presentation will receive a "0" grade for the examination or presentation unless other arrangements are made with the individual instructor prior to the examination or presentation day or on the examination or presentation day before the test/presentation is scheduled to be given. Arrangements may be completed by telephone. If the instructor is not available, a message should be left on the instructor's voice mail AND the student must speak with another member of the faculty and/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 be permitted to complete the examination in the remaining time allotted.

Make up quizzes and/or examinations *may be offered*, at the instructor's discretion, the last week of classes prior to 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 seven working days of administration of tests and examinations.

*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 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.

No watches, fitness devices or watches capable of text messaging will be worn during testing in addition to no caps or hats will be worn. All electronic devices are to be turned off or placed in an airplane mode. There is a 10 point penalty on the test for any noise emitting from an electronic device.

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. *****

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

No course grades are posted in public areas. Grades are available through Blackboard and Self-Service. For questions, contact the TCL Help Desk at 843-525-8344 or the Registrar's office at 843-525-8210.

Course website (Blackboard): <https://bb.tcl.edu/> or www.tcl.edu

Course Schedule

The class meets for 14 weeks per semester. There is total number of classroom hours of 37.5 hours over the 14 week period. Classroom lecture hours are 2 hours per week on Mondays, with Online Learning-Web enhanced activities. The clinical hours are 12 x 12 hour shifts and Virtual Simulation hours to equal 144 hours, the laboratory is a 1-hour laboratory with scheduled dates located on the course calendar. If clinical or laboratory time is missed by the student due to illness, the student must make the time up by the end of the semester.

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 during the first ten business days of the academic term. It is the student's responsibility to notify and schedule accommodation testing a week in advance of each exam.

ATTENDANCE

The College's statement of policy indicates that students must attend ninety percent of total class hours (lecture) or they will be in violation of the attendance policy. A copy of TCL's STATEMENT OF [POLICY NUMBER: 3-1-307](#) CLASS ATTENDANCE is on file in the Division Office.

1. Students not attending a face to face or online class during the first ten calendar days from the start of the semester are withdrawn from the class for NOT ATTENDING. NUR 275 Course Orientation is mandatory.

2. Students taking an online/internet class must sign in and communicate with the instructor, and complete an online assignment when applicable to the class, within the first ten calendar days from the start of the semester to indicate attendance in the class. Attendance in an online course is defined by: at least once weekly course access and by completion of assignments as required by the instructor. Additional access is encouraged and may be necessary for successful completion of classes.
 - Reinstatement requires the signature of the Division Dean.
3. 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 to officially withdraw. 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.
4. Arrival to class, clinical, and lab by the published start time is an expectation for all students. Class, clinical, and lab times are measured by the clock in these teaching areas. 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.
5. Continuity of classroom and laboratory (which includes clinical experiences) is essential to the student's progress in providing safe and competent patient care. To evaluate the student's knowledge and skills, it is necessary for the student to be present for all clinical experiences. Students are expected to use appropriate judgment for participating in clinical activities. 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 (**843-525-8267**). **Failure to do so may result in dismissal from the program.**
6. There are no "excused" absences. All absences are counted, from the first day of class, regardless of the reason for the absence.
 - a. When a student exceeds the allowed absences, the student is in violation of the attendance policy. The instructor MUST withdraw 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

 - b. 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.

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 hours in order to be eligible for progression in/graduation from the nursing program.**

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

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, WLVH 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. <https://tcl.reggroup.com/signup> Lecture, skills laboratory, and clinical missed due to inclement weather will be made up.

ACADEMIC MISCONDUCT (See TCL student handbook, division handbook)

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.

Academic misconduct by health science students calls that trust into question and academic integrity is expected. It is a fundamental requirement that any work presented by students will be their own.

Examples of academic misconduct include but are not limited to:

1. Copying the work of another student or allowing another student to copy working papers, printed output, electronic files, quizzes, tests, or assignments.
2. Completing the work of another student or allowing another student to complete or contribute to working papers, printed output, electronic files, quizzes, tests, Scantron, or assignments.
3. Viewing another student's computer screen during a quiz or examination.
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. Safe Assignment is used to detect plagiarism.
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 (including, but not limited to; cell phones, laptops, tablets, smart watches...etc.)

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: _____

Criteria	Unacceptable “0” points	Acceptable “2” point	Good “3” points	Excellent “4” points
Initial Assignment Posting (Due by 2359 on Wednesday)	Initial assignment is posted after 2359 on Wednesday or posts assignment that addresses 1 or less components of the assignment.	Posts assignment that addresses 2 to 3 components of the assignment.	Posts assignment that addresses 4 out of 5 components of the assignment.	Posts assignment that addresses all five components of assignment.
Frequency	Does not participate at all.	Participates 1-2 times on the same day.	Participates 1-2 times with postings distributed throughout the week (in addition to initial posting).	Participates 3 - 4 times throughout the week (in addition to initial posting).
Follow-up Postings (Due by 2359 on Sunday)	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic or irrelevant to discussion.	Repeats and does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought. Includes 1 reference and citation in APA format.	Posts factually correct, reflective and substantive contribution; advances discussion. Includes 1 reference and citation in APA format.
Clarity, Format & Mechanics	Contributions have 5 or more grammatical,	Contributions have 4 to 5 grammatical, spelling or APA formatting errors.	Contributions have 2 to 3 grammatical, spelling or APA formatting errors.	Contributions have 1 or less grammatical, spelling or APA formatting errors.

	spelling or APA formatting errors.			
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NUR 275: Rubric for Asynchronous Discussion

Asynchronous discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates' understanding of the course content. Use the following feedback to improve the quality of your discussion. There are 5 (five) discussions worth 5% of your grade at 20 points per discussion for a total of 100 points.

NUR 275 Writing Assignment Rubric

Criteria	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 0%
Introduction 20%	A. Includes a purpose statement (The purpose of this case presentation is to present. B. States why this case is an important learning opportunity. C. Provide necessary supportive statistical data on a medical condition.	Paper is missing 1 of the 3 criteria for the introduction.	Paper is missing 2 of the 3 criteria for the introduction.	Paper is missing all 3 criteria for the introduction.
Case 15%	A. Demographics (age, height, weight, BMI, sex, race [cultural considerations], and occupation) B. Admitting medical diagnosis relevant to the presentation C. Physiological adaptation of the condition(s) (focus on important Pathophysiology concerns, use citations).	Paper is missing 1 of the required items	Paper is missing 2 of the required items	Paper is missing 3 of the required items Paper violates HIPPA rules. Includes hospital, admission date or identifying information.
Assessment 20%	A. Nursing process approach (use of citations will add value to support your statements). 1. Assessment (your assessment) a. Vital signs and focused nursing health assessment related to the diagnosis. b. Medication assessment (lists all medications ordered relevant to the patient's condition). c. Laboratory and diagnostic tests related to the condition.	Paper is missing 1 of the required items	Paper is missing 2 of the required items	Paper is missing 3 of the required items

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Care Plan 25%	<p>2. Three Nursing Diagnosis and prioritize the most important nursing diagnosis and explain your rationale for your choice (It is acceptable to combine the planning and implementation phases of the nursing process)</p> <p>3. Planning/Implementation (What relevant care was planned to achieve health care goal? (What did you do for the priority nursing diagnosis?)</p> <p>4. Evaluation (Present 3 nursing actions that were effective and/or ineffective to care goal)</p> <p>a. effective action toward goal outcome.</p> <p>b. ineffective actions toward goal outcomes (if present).</p>	<p>Nursing Diagnosis is not prioritized or missing 1 nursing diagnosis</p> <p>Priority Nursing goals not complete.</p> <p>Planning/Implementation information not complete</p> <p>Evaluation is missing 1 nursing action</p>	<p>Missing 2 Nursing Diagnosis</p> <p>Planning/Implementation information missing</p> <p>Evaluation of patient care is missing or incomplete</p> <p>Evaluation is missing 2 nursing actions</p>	<p>Missing 3 Nursing Diagnosis</p> <p>Evaluation of patient care is missing or incomplete</p>
	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 0%
Conclusion 10%	Summarize the case and identify what is unique about this case?	Conclusion effectively wraps up and goes beyond restating the purpose	Conclusion is recognizable and ties up most loose ends	Conclusion does not summarize main points
	Above Average 100%	Average 80%	Needs Improvement 60%	Incomplete 25%
Adherence to Guidelines 5%	<p>A. minimum of 5 and a maximum of 10, double spaced, Times New Roman 12 pt. font size with 1 inch margins and headings appropriate for the case using APA 7th ed.</p> <p>B. Data presented in table format is to be included at the end of the paper and will not be counted within the page limit.</p>	1 reference not 2016+ or not Nursing Journals	2 references not 2016+ or not Nursing Journals	<p>3 references not 2016+ or not Nursing Journals</p> <p>Data is not presented in a table format.</p> <p>More than 3 direct quotes.</p>

	<p>C. Direct quotes may be used to emphasize a thought, provide a definition, or state an author's position or opinion. Direct quotes are limited to three (3) or less than 5% of the total word count for the paper.</p> <p>D. Three or more nursing journal (2016+) articles are the expectation.</p>			
	Above Average 100%	Average 80%	Needs Improvement 40%	Incomplete 0%
Mechanics & APA Format 5%	<p>Paper has fewer than 2 spelling and/or grammatical errors.</p> <p>Paper has fewer than 2 formatting errors.</p>	<p>Paper has 2-3 spelling and/or grammatical errors.</p> <p>Paper has 2-3 formatting errors</p>	<p>Paper has 4 or more spelling and/or grammatical errors.</p> <p>Paper has 4 or more formatting errors</p>	Paper is incomplete

Late Submission (- 5 points/day) _____ Total points (out of 100 possible) _____