Clinical Nursing I NUR 1211C  
Florida Keys Community College

I. Course Information
Course Prefix/Number/Course: NUR 1211C
Credit Hours/Contact Hours: 8 credits (4 hours of lecture each week; 16 hours clinical and lab total of 90 clinical hours)
Prerequisites for the course: ENC 1101, MAT 1033, PSY 2012, NUR 1020, BSC 1085 & 1086, CHM 1033, MCB 1020

II. Course Method
This course blends traditional face-to-face and online learning. Students are expected to attend classroom sessions on (dates and times) as well as participate in online activities as assigned. Please see online course method description below.

Synchronous Office Hours- Check the Announcement section of the course for synchronous office hour times. To access office hours click on "Chat" under Course Tools.

Announcements- Weekly Announcements from your instructor will be posted on the announcements page. To access click on "Announcements" under Course Tools.

Classroom Email- All classroom email between students and faculty members should occur within the internal D2L email system. To access click on "Mail" under Course Tools.

III. Instructor Information
Instructor: Mary E Turner, MSN, ARNP-BC  
Myra Huston, MSN, ARNP, MBA
Email: mary.turner@online.fkcc.edu  
myra.huston@online.fkcc.edu
Office Hours: 30 minutes before and after lecture and by appointment
Phone: Turner: office: 305.809.3544; mobile: 305.395.8990; fax: 305.292.2409
Huston: office: 305.852.8931; mobile: 305.509.1377; fax: 305.852.8082

IV. Description
Clinical Nursing I is designed to introduce selected medical-surgical concepts and to provide the opportunity to expand and refine clinical skills acquired in Fundamentals of Nursing. Utilizing a systems framework, students will be introduced to the inflammatory process and pathological conditions of diabetes and the ears, eyes, nose and throat. Each system, respiratory, musculoskeletal, cardiovascular, immunological, hematopoietic, integumentary systems as well as the special needs of the medical surgical patients are examined in lecture and skills. Learning will occur in the cognitive, affective, and psychomotor domains. In this course, students will be expected to formulate nursing care plans based on thorough assessments of assigned patients in the clinical setting and on knowledge of pathophysiology. Application of the nursing process supported by evidence base research will allow students to refine and transfer previously learned theoretical and clinical skills to a variety of clinical situations.
V. College-level Competencies

Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

1. **Communication:** Comprehend and articulate effectively – written and oral communication

2. **Critical thinking:** Demonstrate mastery of problem-solving skills in the discipline

3. **Diversity:** Interpret and evaluate societal and ethical issues, problems and values

4. **Technology:** Utilize technology effectively

VI. Course Calendar

1. The Course Calendar lists the learning activities and assessment measures that comprise this course on a weekly basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. There are a total of 100 points that can be achieved during this 15-week course, with each week offering a total of 100 possible points. Students are able to gauge their performance according to this grading scale throughout the duration of the course. The “Student Assessment” column lists all of the assignments required by this course and their due dates. I strongly recommend you print this out and refer to it often.

2. Students are responsible for following the course calendar. Consult your calendar before you start a new chapter or section. (Note: Some sections may not be covered in the same order as in the text). If you ever have a question that begins with “When is ___”, the answer is probably already published in this Course Calendar. Looking here first will probably get you a quick answer to your question.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Week</th>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
<th>Student Assessments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1          | Week 1 | Aug 23-27 Intro to Med Surg Nursing | 1. Describe current nursing practice in terms of domain, definitions, and recipients of care.  
2. Explain aspects of culture and ethnicity that may affect a person’s physical and psychologic health. | 1. Read Lewis Chap. 1, 4, 5, 7  
2. Read Lewis Ch 3 | 1: Lewis Study Guide Ch 1, 4, 5, 7  
Due Date: 8/24  
2. Lewis Study Ch 3  
Due Date: 8/24 | P/F |
2. Interpret the subjective and objective data | 1. Read Lewis Ch 9  
2. Read Lewis Ch 10 | 1: Lewis Study Guide Ch 9  
Due Date: 8/31  
2. Lewis Study Guide Ch 10 | P/F |
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Sept 6-10</th>
<th>Perioperative Care</th>
<th>objective data that are obtained from a comprehensive pain assessment.</th>
<th>Due Date: 8/31</th>
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<td></td>
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<td></td>
<td>1. Identify needs experienced by the patient undergoing surgical procedures.</td>
<td>1. Read Lewis Ch 18, 19, 20</td>
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<td>2. Explain the etiology and nursing assessment and management of potential problems of patients in the perioperative arena</td>
<td>2. ATI Unit 13, Ch 116</td>
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<td></td>
<td></td>
<td></td>
<td>1. Lewis Study Guide Ch 18, 19, 20</td>
<td>Due Date: 9/7</td>
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<td></td>
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<td>2. Care of the perioperative client questions</td>
<td>Due Date: 9/7</td>
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<tr>
<th>Week 4</th>
<th>Sept 13-17</th>
<th>Inflammation &amp; Wounds</th>
<th>1. Discuss nursing and collaborative management of a patient with pressure ulcers.</th>
<th>1. Read Lewis Ch 13</th>
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<td>2. Plan and provide care to the client with a pressure ulcer that promotes wound healing and restoration of and maintenance of skin integrity.</td>
<td>2. ATI Ch 111, 112, 106</td>
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<td>1. Lewis Study Guide Ch 13</td>
<td>Due Date: 9/7</td>
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<td></td>
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<td>2. Practice wound care</td>
<td>Due Date: 9/14</td>
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<tr>
<th>Week 5</th>
<th>Sept 20-24</th>
<th>Fluid &amp; Electrolytes</th>
<th>1. Apply knowledge of pathophysiology to planning care for clients with fluid imbalances, including recognizing associated signs and symptoms.</th>
<th>1. Read Lewis Ch 17</th>
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<td></td>
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<td>2. Discuss the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and collaborative management of the following acid-base imbalances: metabolic acidosis, metabolic alkalosis, respiratory acidosis, and respiratory alkalosis.</td>
<td>2. ATI Ch 3, 37, 38, 39, 40</td>
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<td></td>
<td>1: Lewis Study Guide Ch 17</td>
<td>Due Date: 9/21</td>
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<td>2. Fluid and Electrolyte Study questions</td>
<td>Due Date: 9/21</td>
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<tr>
<th>Week 6</th>
<th></th>
<th></th>
<th>1. Describe the structures and</th>
<th>1: Lewis Study Guide Ch 30, 31</th>
<th>P/F</th>
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| Week 7 | Sept 27-Oct 1 | Hematology | functions of the hematologic system.  
2. Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of the various types of anemia | 2. ATI Ch 26, 27 | Due Date: 9/28  
2. CVL Dressing Change Comp | Due Date: 9/28 |
|---|---|---|---|---|---|---|
| | Oct 4-8 | Respiratory part 1 | 1. Describe the pathogenesis, classification, clinical manifestations, complications, diagnostic abnormalities, and nursing and collaborative management of upper airway abnormalities  
2. Differentiate normal from common abnormal findings in a physical assessment of the respiratory system | 1. Read Lewis Ch 26, 27  
2. ATI Ch 4, 5, 6, 7, 8, 9, 11, 12, 13, 14 | 1: Lewis Study Guide Ch 26, 27  
2.Trach care & suctioning Comp | Due Date: 10/5 |
| Week 8 | Oct 11-15 | Respiratory Part 2 | 1. Describe the pathogenesis, classification, clinical manifestations, complications, diagnostic abnormalities, and nursing and collaborative management of lower airway abnormalities  
2. Adapt the plan of care to meet the age related changes of clients 65 years of age or older, including recognizing expected physiologic changes. | 1. Read Lewis Ch 28, 28  
2. ATI Ch 4, 5, 6, 7, 8, 9, 11, 12, 13, 14 | 1: Lewis Study Guide Ch 28, 29 | Due Date: 10/12 |
| | Oct 18-22 | Ears, Eyes & Nose | 1. Describe the physiologic processes involved in normal vision and hearing.  
2. Explain the | 1. Read Lewis Ch 21, 22  
2. ATI Ch 92, 93, 94, 95, 96, 97 | 1: Lewis Study Guide Ch 21, 22 | Due Date: 10/19 |

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<thead>
<tr>
<th>Week 10</th>
<th>Cardiac Part 1</th>
<th>Due Date: 10/19</th>
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<tr>
<td>Oct 25-29</td>
<td>1. Describe the physiology, anatomic location and function of the cardiac system</td>
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<tr>
<td>Cardiac Part 1</td>
<td>2. Identify the pathophysiologic mechanisms, clinical manifestations and complications associated with hypertension.</td>
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<td>1. Read Lewis Ch 32, 33</td>
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<td>2. ATI Ch 28</td>
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<td>1: Lewis Study Guide Ch 32, 33</td>
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<td>Due Date: 10/26</td>
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<td>2. Cardiac study questions</td>
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<td>Due Date: 10/26</td>
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<td>Week 11</td>
<td>Cardiac Part 2</td>
<td>Due Date: 11/2</td>
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<tr>
<td>Nov 1-5</td>
<td>1. Compare and contrast the precipitating factors, clinical manifestations, and collaborative care and nursing management of the patient with coronary artery disease and chronic stable angina.</td>
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<td>Cardiac Part 2</td>
<td>2. Describe the nursing and collaborative management of the patient with acute decompensated heart failure and pulmonary edema, including medication and dietary interventions.</td>
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<td></td>
<td>1. Read Lewis Ch 34, 35</td>
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<td>2. ATI Ch 24, 28, 34, 36</td>
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<td></td>
<td>1: Lewis Study Guide Ch 34, 35</td>
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<td>Due Date:11/2</td>
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<td>2. Cardiac study questions</td>
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<td>Due Date:11/2</td>
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<td>Fundamentals ATI Exam</td>
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<td>Week 12</td>
<td>Musculoskeletal</td>
<td>Due Date: 11/9</td>
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<td>Nov 8-12</td>
<td>1. Explain the etiology, pathophysiology, clinical manifestations, and collaborative care of soft tissue injuries, including strains, sprains, dislocations, subluxations, bursitis, repetitive strain injury, carpal tunnel syndrome, rotator cuff injury, meniscus injury, and muscle spasms.</td>
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<td>Musculoskeletal</td>
<td>1.Read Lewis Ch 62-65</td>
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<td>2. ATI Ch 98, 99, 100, 101, 102, 103</td>
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<td>1: Lewis Study Guide Ch 62-65</td>
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<td>Due Date: 11/9</td>
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<td>2. Musculoskeletal study questions</td>
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<td>Due Date: 11/9</td>
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<td>Week 13</td>
<td>Nov 15-19</td>
<td>Gastrointestinal Part 1</td>
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<td>1. Describe the structures and functions of the organs of the gastrointestinal tract as well as identify nutritional requirements to maintain a healthy system.</td>
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<td>2. Explain the types, pathophysiology, clinical manifestations, complications, and collaborative care, including surgical therapy and nursing management of various upper gastrointestinal disorders.</td>
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<td>1. Read Lewis Ch 39, 40, 41</td>
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<td>2. ATI Ch 64, 66, 67</td>
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<td>1: Lewis Study Guide Ch 39, 40, 41</td>
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<td>Due Date: 11/16</td>
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<td>2. Nasogastric Tube Insertion/ Care Comp</td>
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<td>Due Date: 11/16</td>
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<tr>
<th>Week 14</th>
<th>Nov 22-26</th>
<th>Gastrointestinal Part 2</th>
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<tbody>
<tr>
<td>1. Compare and contrast the inflammatory bowel diseases of ulcerative colitis and Crohn’s disease, including pathophysiology, clinical manifestations, complications, collaborative care, and nursing management.</td>
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<tr>
<td>2. Explain the types, pathophysiology, clinical manifestations, complications, and collaborative care, including surgical therapy and nursing management of various lower gastrointestinal disorders.</td>
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<td>1. Read Lewis Ch 42, 43</td>
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<tr>
<td>2. ATI Ch 68, 69, 70, 71</td>
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<td>1: Lewis Study Guide Ch 42, 43</td>
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<tr>
<td>Due Date: 11/23</td>
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<tr>
<td>2. Nasogastric Tube Insertion/ Care Comp</td>
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<td>Due Date: 11/23</td>
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<tr>
<th>Week 15</th>
<th>1. Describe the pathophysiology, clinical manifestations</th>
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<td>1. Read Lewis Ch 49</td>
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<tr>
<td>1: Lewis Study Guide Ch 49</td>
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VII. Materials
Required Textbook: Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care, 8th Ed.
Publisher: Mosby
ISBN: 9780323059343

Required Textbook: Nursing Interventions & Clinical Skills, 4th Ed.
Publisher: Evolve

Required Textbook: Saunders Nursing Drug Handbook 2010
Publisher: Saunders
ISBN: 978-1437703009

Required Textbook: Pharmacology for Nursing Care, 7th Ed.
Publisher: Mosby
ISBN: 978-1416062493

Required Textbook: Medical-Surgical Nursing: Assessment and Management of Clinical Problems. 7th Ed.
Publisher: Mosby
ISBN: 978-0-323-03690

Required Textbook: Study Guide. Medical-Surgical Nursing: Assessment and management of Clinical Problems 7th Ed.
Publisher: Mosby

Required Textbook: Fundamentals of Nursing, 7th Ed.
Publisher: Mosby
ISBN: 9780323067935

Required Textbook: Diagnostic & Lab Test Reference 9th Ed.
Publisher: Mosby
ISBN: 978-0323053457

Required Textbook: Fundamentals of Nursing 7th Ed.
VIII. Grading Scale (This is specific to all NUR courses)

The following grade scale will apply to this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 % or above</td>
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<tr>
<td>B</td>
<td>80 - 89 %</td>
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<td>C</td>
<td>79-77 %</td>
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<tr>
<td>D</td>
<td>less than 77%</td>
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<tr>
<td>F</td>
<td>N/A</td>
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IX. Class Policies

Communications: All class communications should be conducted via D2L. The online format of this class puts a premium on communications. The prime responsibility for timely communications rests with you - the student. We will use the following methods:

DISCUSSION FORUMS: Each week under the discussion tab, there will be a question to which you are to post a response during the week. Make sure that you click on the “respond” button immediately after the question. You are to make appropriate comments; for maximum point you are also to respond to at least one other student’s response that week. You should also check to see who has responded to your comments and respond to this person if it is appropriate to do so. These responses are also to be thought revealing – they are more than “I agree” or “I disagree.” You are expected to provide quality insight citing and documenting your references, in order to demonstrate an understanding of the weekly topic and provide original thought in the posts. Cutting and pasting from the text, websites, or providing a response with limited substance will receive a significantly reduced grade. As with all activities in this class, quality counts and your postings need to add value to the discussion.

For more specific requirements, see Class Participation on page 10.

In addition, most questions about class policies and subject matter should be posted in the discussion forum to allow the entire class to benefit from the question and the answer. There will often be important information published to the class via the Discussion Forums, such as changes in due dates, exam information, etc. You are responsible for all information published here.

Occasionally, time-sensitive announcements will be posted on Discussion Boards. You should logon to D2L 3-4 times each week to check for time-sensitive messages. Before you post a question, look through the Discussion Board. That same question may have already been asked and answered.

D2L EMAIL: The email utility within D2L should not be used for personal items that are not appropriate to share with the entire class.
What you can expect from me:
I normally log into D2L and check for messages at least once per day, including weekends and holidays. If you have an urgent message for me, do not post the same message both on a Discussion Forum and in an email. Doing both will waste your time and will not result in my getting the message any faster. If I expect to be out of contact for more than a couple of days, I will inform the class via the Discussion Forum.

Important Note: If I have not responded to your email or voicemail message by the end of the day after you left the message, you should assume that I did not receive it and leave another message.

Logging Off From D2L
In order to better serve our faculty and students, all D2L users should use the logoff button when completing online course work. By logging off instead of just closing your internet browser window, D2L server space is freed and system performance is optimized. In addition, logging off will more accurately record each student’s time logged into the online course.

Late Work

1. Any assignment not submitted by the date and time specified in the Course Calendar is considered late, unless you have contacted me and I have approved an extension in advance.

2. Assignments (other than class participation) will be accepted up to 7 days late unless you have contacted me and we have mutually agreed on an alternate submission date before day that the assignment is due.

3. Late assignments (other than class participation) will be assessed a late penalty equal to 15% of the total point value of the assignment. The penalty will be based on the date that the assignment is actually submitted.

4. The above policy does not apply to the final exam or any other assignment that may due during the Final Exam period. No assignments due during the last week of classes will be accepted late to allow me to submit the course grades to the college on time.

5. Class participation will not be accepted late unless you have contacted me and we have mutually agreed on an alternate submission date in advance. Posting class participation messages late will add little to the class discussion of those topics.

6. Internet connection problems are not an acceptable excuse for late work. You should have a plan in place for internet access in case your primary method is unavailable. I strongly recommend submitting assignments at least one full day early to allow time to recover from technical problems.

7. If you are unable to access the online classroom due to a College server outage on the date that an assignment is due, the following guidelines apply. If I have not heard from you before the deadline I will not waive the late penalty described above.
   a. Send me an internet email before the assignment is due and attach the assignment to the email if applicable.
   b. If you don’t have access to the internet, leave a message at the phone number listed at the top of the Syllabus.
c. If there is a problem with the D2L server that prevents completing an exam or quiz, I will make a reasonable accommodation and publish the information in the online classroom as soon as I am able to log on myself.

8. If you are out of contact and miss a deadline due to an extenuating circumstance, I expect you to contact me as soon as possible to discuss the situation. No exceptions will be made to the above policies unless you can provide documentation of the situation that I consider adequate.

Class Participation

Class participation is a combination of live class activities/discussions and asynchronous online discussion postings. The online discussion component is defined as posting a minimum number of substantial, separate, and distinct messages to the various Discussion Forums. These discussion board messages must be posted before the deadlines in the Course Calendar to count toward your participation grade.

For the purposes of this class, a substantial online posting must:
1. A threaded discussion question will be posted by your instructor on D2L. You are required to make 4 posts in response to the question. One post should directly address the question. You must use at least one recent nursing reference for this response and it must be referenced APA style. The other 3 responses should be in response to your classmates. They are to be a minimum of 4 sentences.

2. Have acceptable spelling and grammar. Although this is not a writing class, this is College. Students should get into the habit of writing complete sentences that are grammatically correct. I don’t expect your grammar to be perfect, but it should be generally correct. Take advantage of the spell check feature in D2L.

3. Be your own work. Do not plagiarize from any source (internet, textbook, etc) as the body of your post. Study the concept, and then express it in your own words. Make certain to cite and document your references.

Other key points:
1. Only messages that meet all of the requirements of a substantial post listed above will earn full credit for participation.

2. It is acceptable (and encouraged!) for more than one student to respond to the same message. The best way to be sure you understand a topic is to try to explain it to someone else.

3. Please use the discussion forums to ask all of the questions you have about the class material. I want you to ask a lot of questions, and these questions will contribute to your class participation grade.

4. Off-topic messages will not count toward your participation grade.

5. If your final average is on the borderline between two letter grades, active participation (posting several messages to each forum, on average) will work to your advantage as I decide which of the two letter grades you have earned.

6. Messages must have content that contributes to the discussion. Messages that contain a few words and merely say “I agree with you” or something similar will not earn any credit.

7. These participation points are the easiest part of your grade to earn, and also the easiest to forget to do. Don't forget!

8. Copying and pasting from any source, even if you cite the source, is not acceptable. You should study the source document and paraphrase what you learned when typing a message.
LABORATORY AND CLINICAL EXPERIENCES
1. Students are evaluated on a 1-4 rating scale basis in the laboratory and clinical settings.

3. Students are expected to come prepared to lab, completing clinical setting under faculty supervision.

4. It is essential that competency be demonstrated to faculty before using each skill with patients.

5. Failure to pass competency tests after two attempts may result in course failure.

6. Exercising the clinical objectives found in the clinical evaluation tool, a written evaluation of the student’s clinical performance will be completed by nursing faculty and discussed with the student in conjunction with the student’s own self evaluation.

CLINICAL EVALUATION
1. Students must meet all clinical objectives satisfactorily with an average of 3.5 (see clinical evaluation tool) to pass the course.

2. Students are expected to be open to constructive feedback from instructors and modify behavior accordingly.

3. The student must be able to apply theory to clinical experiences and is the essence of nursing.

7. The clinical grade supersedes the theoretical grade. In order to pass the course and receive a theory grade, the student must be passing clinically.

5. A clinical failure requires student to repeat of the total class--theory and clinical aspects.

CLINICAL JOURNAL
1. Students are expected to maintain a clinical journal that reflects concerns, feelings, and observations that are germane to the development of nursing/caring behaviors.

2. The journals periodically will be reviewed by the clinical instructor or lead course instructor for review and feedback.

3. Patients should not be identified in these journals and patient confidentiality must be maintained.

4. These journals are a way to help develop caring affective behaviors and should be student-centered.

WEEKLY CLINICAL PREPS
1. Nursing Care Plans provide the student with the opportunity to apply the nursing process, in written form, to specific patient situations.

2. Weekly Clinical Preps assist the student in understanding Nursing Process.
3. The projects encompass pathophysiology, diagnostic tests and lab data, assessment, nursing diagnosis, goals, interventions and rationale, and a teaching plan.
4. Part of the clinical experience will be spent learning how to write a care plan with medical-surgical patients—identifying the various data sources, and devising specific nursing interventions. Evaluation of the care given is also an essential portion of the nursing care plan.

5. They will be utilized in evaluating overall clinical performance.

**NURSING CARE PLANS**

1. Nursing Care Plans provide the student with the opportunity to apply the nursing process, in written form, to specific patient situations.
2. It is expected that the student will complete a working care plan (or a portion as the instructor sees as appropriate) for every assigned patient experience.
3. There are two required care plans during this course. Grading criteria will be placed on D2L.
4. **Care plans should demonstrate a holistic client view and be culturally competent.**
5. Part of the clinical experience will be spent learning how to write a care plan with medical-surgical patients—identifying the various data sources, and devising specific nursing interventions.

**COMMUNITY SERVICE**

Each student will donate 15 hours to a community health service this term, and submit documentation that is signed and verified to authenticate these hours.

**CLINICAL ATTENDANCE POLICY**

1. Students are required to attend all clinical activities.

2. **All missed clinicals must be made-up.** Absences from 3 or more clinical will result in a clinical failure and withdrawal from the program, regardless of the circumstances.

3. Students must notify the appropriate instructor prior to an absence of any class, lab, or clinical. Failure to do so is a breach of professional behavior and can result in termination from the nursing program.

4. Failure to notify an instructor of an absence for a clinical, lab competency, or classroom exam will result in a written warning. A second incident will result in termination from the program and a failing grade for the course.

**SURVEY REQUIREMENTS**

Prior to the completion of each nursing course all students are expected to participate in the evaluation of FKCC courses. Please have available your course number, section number, and instructor’s last name. You will not be allowed to take the final exam without proof of completing the survey.
Withdrawal Policy

1. Students may withdraw without academic penalty from any course by the established deadline published in the College’s calendar. This will result in a grade of ‘W’ for the course and will not count against the student's GPA.

2. Students will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw in accordance with State of Florida regulations and will receive an earned grade for that course.

3. It is the responsibility of the student wishing to withdraw from the course to do so by the date published in the College Academic Calendar.

4. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of F.

5. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

Exams and Quizzes

1. I recommend the following general process for studying each chapter:
   a. Skim (read bold headings, italics, definitions, objectives) each chapter once to get an idea of its contents.
   b. Listen to lecture and take notes. Then go back and read the chapter carefully, ensuring you understand each concept.
   c. Use the chapter notes available in the online classroom to supplement the textbook.
   d. Use the study guide. You should be able to provide a detailed explanation for each item in the study guide.
   e. Use the interactive review games. These will cover just about every concept that may appear on a test. Make sure you understand the reasons behind each correct answer.
   f. If you can provide a detailed explanation for every item in the study guide and you understand the reasons behind the all of the correct answers in the review games, you will be well prepared for the tests in this class.
   g. Post any questions you have in the appropriate discussion forum or call/ email your instructor. I, or a classmate, will be sure to help you.

2. All exams and quizzes will be given via paper (scantron) pencil. You must present to an FKCC campus for examinations.

3. Calculators will be provided, if indicated. Cellular telephones are not allowed during the examination process.

4. All exams and quizzes will have a time limit, depending on the number of questions. It is your responsibility to track the time you have spent and how much time you have remaining. The questions will be challenging and utilize various aspects of the nursing process. Critical thinking will also be incorporated.

5. Question types will be a combination of multiple choice, matching, true/false, fill in the blank, matching and essay.

6. Examinations are focused on helping you pass the NCLEX-RN examination and to help faculty evaluate your learning.
7. Any cheating will result in immediate course failure and withdrawal from the nursing program.

8. Examinations utilize formats similar to what you will experience on the NCLEX-RN licensing examination.

9. The more you practice NCLEX style exams, the better you will do.

10. All of your examinations must average 77% or better to pass the class.

11. No other course work cannot be used to “bump up” a failing examination average.

**Exam Review**

1. Exam review is at the sole discretion of the instructor and is subject to suitable student behavior.

2. Test review will not be done during class time. It is not a time to “argue a question”.

3. Students are not allowed to copy or write down test questions or answers.

4. Instructors may impose a time limit for the review.

5. Students who do not have their text book with them will not be allowed to participate in the test review.

6. Thirty minutes will be set aside after class (when grades are completed) for students to have an instructor led test review.

7. In addition, those students who do not obtain a passing score on an examination will be required to do NCLEX-style questions from the Lewis study guide. This remediation is important for mastering knowledge and content necessary to pass the NCLEX-RN examination and be a safe nurse.

**Test Analysis**

1. Occasionally, a test question needs to be eliminated after the test has been completed by all the students. This is a rare occurrence but is based on statistical data regarding the value of the question and the correlation to the overall grades.

2. The decision to eliminate a question will be at the discretion of the instructor based on test/item statistical analysis.

3. That decision will then be reviewed by other nursing faculty.
4. Typically, most students benefit from this. However, occasionally a student’s score could drop. If a test question is eliminated, it is eliminated for all. The elimination of a question will result in a new grading scale and value for correct responses based on the new total number of questions.

**ATI TESTING**

1. Practice, self assessment ATI tests are strongly encouraged. See addendum for codes and passwords.

2. A proctored comprehensive ATI test will be given at the end of the course. This test is a requirement of the course.

**CLINICAL CUES**

**ASSESSMENT**

1. Systematically gathers relevant subjective and objective data utilizing appropriate resources.
   - A. Compiles a nursing history which includes medical and psychiatric problems, socio-cultural, vocational, and economic data.
   - B. Gathers data pertaining to the client’s psychosocial, physical and intellectual growth and development.
   - C. Identifies the precipitating events, stressors, or crises that led to the present hospitalization/treatment.
   - D. Assesses the client’s fulfillment of needs, according to Maslow.

**DIAGNOSES**

1. Formulates a nursing diagnosis based on interpretation of collected data.
   - A. Utilizes an appropriate format in stating the nursing diagnosis.
   - B. Correlates the client’s presenting behavior to the psychodynamics of the identified illness.
   - C. Identifies the pertinent factors that contribute to the client’s problems.
   - D. Identifies both actual and potential problems in order of priority.
   - E. Identifies any unresolved conflicts in the client’s development that predisposed him/her to maladaptive behavior.
   - F. Evaluates the adequacy of the client’s coping in relation to his/her current level of stress, frustration, and anxiety.

**PLANNING**

1. Identifies appropriate short and long term goals that relate to each client’s problem.
   - A. Assesses the client’s potential level of functioning, based on past psychiatric history and present behavior.
   - B. Negotiates with client the amount of responsibility he/she can assume for goal attainment.
   - C. Establishes outcome criteria that are stated in client - centered terms, are measurable, and realistic.

2. Identifies goals in order of priority and in relation to corresponding nursing diagnosis.
IMPLEMENTATION

1. Defines nursing interventions that are specific, individualized, and comprehensive.
   A. Plans interventions that support the client’s appropriate developmental level of functioning.
   B. Prioritizes nursing interventions based on client needs and capabilities.
   C. Incorporates client education into nursing care plan.
   D. Identifies various treatment modalities in terms of client problems.
   E. Utilizes interdisciplinary resources in planning client care.
   F. Encourages client’s/family’s active participation in healthcare process.

2. Identifies the scientific principles underlying each nursing intervention.

3. Provides nursing care that is safe, efficient, and in accordance with treatment plan.

EVALUATION

1. Evaluates client's response to nursing interventions in terms of established goals and outcome criteria.

2. Modifies nursing interventions based on evaluation process.

3. Updates assessment data and client goals based on client progress as appropriate.

COMMUNICATION

1. Establishes therapeutic relationships with clients and families based on identified client problems and needs.
   A. Utilizes the nurse-client relationship to achieve therapeutic goals.
   B. Identifies the three phases of the nurse-client relationship.

2. Utilizes therapeutic communication techniques.
   A. Clarifies the client’s verbal and non-verbal communication.
   B. Practices active listening.
   C. Interprets the meaning of the client’s non-verbal communication.
   D. Differentiates between process and content.
   E. Identifies communication blocks that occur in interactions.
   F. Evaluates the effectiveness of own communication techniques.
   G. Recognizes effect of own behavior upon interactions with clients and others.
   H. Actively participates in group and milieu activities.

3. Communicates in a professional manner with clients, families and staff.
   A. Reports appropriate information regarding client progress to assigned staff member.
   B. Documents nursing care given according to established format in a timely manner.
   C. Seeks feedback regarding client progress from health team members appropriately.

4. Participates in client care conferences with staff, instructors and peers.
   A. Shares information regarding client interactions with staff, peers and instructors.
   B. Actively shares knowledge with peers in conference.
PSYCHOMOTOR SKILLS

1. Organizes appropriate equipment prior to performance of skills.
2. Performs psychomotor skills safely and efficiently, utilizing proper techniques.
3. Identifies scientific principles underlying each psychomotor skill.

PROFESSIONAL ROLE BEHAVIOR

1. Utilizes outside resources appropriately in researching and planning client care.
   A. Seeks guidance and supervision from appropriate resource person.
   B. Utilizes a variety of sources outside of assigned texts to prepare assignments.

2. Demonstrates accountability in professional behavior and appearance.
   A. Demonstrates punctuality in class and clinical areas.
   B. Completes assignments on time and according to required format.
   C. Prepares for clinical experiences adequately as stated in course outline.
   D. Notifies appropriate person(s) of absences from clinical and classroom.

3. Identifies legal and ethical issues affecting nursing practice.
   A. Maintains client confidentiality.
   B. Provides for client privacy in the health care setting.
   C. Discusses legal and ethical issues impacting the psychiatric patient in conferences with peers.
   D. Seeks clinical supervision as appropriate.

4. Evaluates own performance in a systematic and organized manner.
   A. Assesses own learning needs.
   B. Identifies realistic learning goals for self and appropriate strategies to meet goals.
   C. Seeks out and participates in all available learning experiences.
   D. Evaluates own strengths and weaknesses in the clinical area.
   E. Modifies behavior based on feedback from instructor.

Threaded Discussion Activity

1. A threaded discussion question will be posted by your instructor on D2L.

2. You are required to make 4 posts in response to the question.

3. One post should directly address the question. The other 3 responses should be in response to your classmates.

4. You must use at least one recent nursing reference for this response and it must be referenced APA style. They are to be a minimum of 4 sentences.

5. You are required to use proper spelling and grammar. The question will relate to an ethical issue that nurses encounter.
Extra Credit Work

In general, I do not permit students to complete extra credit assignments to improve their grade. To earn the grade you desire, work hard all semester.

How Much Study Time You Should Expect To Devote To This Course

1. Most educators recommend that students spend 1-2 hours outside of class studying and completing assignments for every hour spent in class. For a typical 3 credit hour class, this translates into a total of 6-9 hours every week per course. This same guideline applies to online courses. You should expect to spend a total of 6-9 hours each week studying and completing assignments for each course you take.

2. This is a guideline. Some classes will require more time and effort than this guideline and some will require less, and the time any individual student will need to spend will vary. You should expect the study time you will need in any class will be toward the high side of the guideline until at least after the first exam or quiz. Then you can compare the effort you expended with the results you earned and make any adjustments necessary.

3. This class covers a lot of material and there are some concepts that may be difficult to grasp. Experience has shown that students who are successful in this class generally have study time totals on the higher of the scale.

4. Few students do well in this course if they are spending fewer than 5 or 6 hours studying every week. If you do not have a strong background in this subject, you study time will almost certainly need to be on the higher end of the scale if you want to earn a good grade.

Academic Honesty & Plagiarism

1. Students are expected to respect and uphold the standards of honesty in submitting written work to instructors. Though occurring in many forms, plagiarism in essence involves the presentation of another person’s work as if it were the work of the presenter. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense. It is the student’s responsibility to review the College’s policy on Academic Honesty.

2. Collaboration and discussion is encouraged in all course aspects other than actually completing the assigned work (quizzes, exams, homework, projects, etc). Indeed, collaboration often leads to increased understanding of the material being covered. If you have questions about an assignment, I encourage you to speak up and ask questions about it.

3. Plagiarism is a form of fraud and will not be tolerated. You are expected to do your own work. Copying text or images from any source and claiming it as your own is considered plagiarism. Submitting copied text as most or all of your answer on a homework or project is also a form of dishonesty, even if you cite the source. I want to read YOUR words, not someone else’s words. Using quoted text to support your answer will not usually be necessary in this class.

4. If I catch you in any form of academic dishonesty, you will receive a grade of zero for that assignment. If I catch you a second time, you will earn a failing grade for this class and be reported to the College.
Attendance Policy

1. I will monitor student attendance and participation during each class session and online via D2L. Students are required to participate in their online course each week as verified by activity within the D2L Learning Management System.

2. There will be at least one assignment in this course that is due every week of the semester, unless the College is officially closed for the entire week. These may include discussion forum posts for class participation, exams and quizzes, homework, projects, or a combination of these. I will take attendance each week based on your submission of the assignments that are due that week, so it is important that you submit every assignment on time. Simply logging into the online classroom without submitting any of the assignments due is not sufficient to count for attendance purposes.

3. Students who do not regularly participate in class by submitting the assignments that are due each week are considered absent from the class.

4. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

Delays in Getting the Textbook

Having regular access to the textbook is a requirement for this class. Whenever possible students should have the text in hand before the first day of class each semester, but there will be times that students are unable to get the text until after the class begins. If you are in this situation, follow the guidelines below. These guidelines are intended to be general enough to apply to all classes you take, and they may not all apply to this class. Not having the text is not an acceptable excuse for doing no work at all in this class.

1. The FKCC library has reserve copies of the textbook available for student use. These textbook copies cannot be removed from the library.

2. During the first week of the semester, complete all of the administrative items. This includes printing the Syllabus and the Course Calendar and Assessment Measures, posting an introduction to the class, and returning the Class Contract. The text is not needed for any of these tasks.

3. Print out the study guide I prepared for this class. This will give you a good idea what topics are covered in each chapter. You should do some internet or library research on some of these topics to minimize how far you get behind. This research should also help you learn enough to participate in the class discussions.

4. Use any resources that are available in the online classroom. This includes links to web sites, review activities, handouts, PowerPoint slide shows, and anything else that may be available.

5. Reading all messages posted in the discussion forums may be the best way to keep up until you have the book in hand.

6. Look at the publisher’s web site for the text. Most publisher text sites have student resources that can help you, and many of these are available even if you do not have the text. As a minimum, the web sites usually have a Table of Contents, which can also help you get an idea what topics we will cover.

7. Please let me know if you don’t have the text by the end of the first week of class. I will not be sympathetic if you wait until after the first week of the semester to tell me you don’t have the text.

The above guidelines will probably not be enough to replace the text entirely, but they will allow you to learn enough to participate in the discussion forums each week. This participation is critical to your grade and also for attendance purposes.
Sources of Technical Assistance

If you are having any technical difficulties (e.g., logging in, accessing the discussion board, etc.) please contact the Office of Distance Learning helpline at 305-809-3177 Monday—Friday 8:00AM to 4:00PM or email your question to FKCC.helpdesk@online.fkcc.edu.

Special Needs

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3292 via email at: karla.malsheimer@fkcc.edu or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Community Decorum

A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course. Respectful discourse in discussion and email areas is expected and anonymous posting will not be tolerated.

Sexual Predators

Federal and State law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at www.fdle.state.fl.us/sexual_predators. If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.
Important WEB Sites

www.doh.state.fl.us/mqa/nur

www.nursingcenter.com/library

www.nurseeducatoronline.com

www.ahna.org

www.vue.com/nclex

Class Contract

The Class Contract assignment is my method of ensuring you know what you should expect from me, and what I expect from you. By returning the Class Contract to me, you are acknowledging that you:

a. Understand the policies detailed in this Syllabus.
b. Understand the expectations and due dates listed in the Course Calendar and Assessment Measures.
c. Understand that you will be held accountable to the standards published in this document.
d. The Class Contract must be submitted via the dropbox by the date published in the Course Calendar and Assessment Measures.

By signing my name I acknowledge the above.

Print Name: ________________________________ Date: ______________

Signature: ______________________________________________________