I. Course Information
Course Prefix/Number/Course: NUR 2213 CLINICAL NURSING II
Credit Hours/Contact Hours: EIGHT (8) credits (four (4) hours lecture, 12 clinical/lab
Prerequisites for the course: ENC 1101, MAT 1033, PSY 2012, NUR 1020, BSC 1085& 1086, NUR 1210, NUR 1142, NUR 1520, CHM 1033.

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: Julie Sagan
Email: Julie.Sagan@online.fkcc.edu
Office Hours: Wednesday 9am – 1 pm.
Phone: 809-3282

IV. Description
Clinical Nursing II is designed to provide the student with additional theory and practice in more complex and specialized medical/surgical areas of nursing. Students are expected to apply facts and scientific principles from previous courses. Utilizing a systems framework, students are introduced to gerontology and holistic care of the older adult. Pathological conditions of the cardiopulmonary, vascular, respiratory, genitourinary, neurological, hepatic, and biliary systems are covered. Content related to oncology, fluids and electrolytes, hemodynamics, burns, and mechanical ventilation are also examined. Ethical decision making, clinical problem solving, diversity, and holism continue to be keys concepts in this course. Students are expected to formulate and apply nursing care plans based on thorough assessment of patients in the clinical setting and on knowledge of pathophysiology and psychosocial needs of the patient. Key concepts of nutrition are integrated into the material and course content.
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 modular basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. 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>Module/Week</th>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
<th>Student Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3,4</td>
<td>Module 1</td>
<td>ALTERED IMMUNE RESPONSES</td>
<td>The Immune Response Review of the Immune system Allergy Anaphylaxis Transplant rejection</td>
<td>Compare clinical examples of an ineffective vs an overactive immune system. Incorporate understanding of vaccines in clinical practice. Perform and document assessment of the immune system.</td>
<td>1. Lewis CH 13 &amp; 14 2. Lehne Ch 66 3. Lewis Ch 31 pgs 730-734 4. ATI Pharm 315-347</td>
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<tr>
<td>3</td>
<td>Module 2</td>
<td>IMMUNE RESPONSES</td>
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<th>Learning Activities</th>
<th>Student Assessments</th>
<th>Points</th>
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<tr>
<td>4</td>
<td>Module 3</td>
<td>IMMUNE RESPONSES</td>
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<td>P/F</td>
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</table>
| 1,2,3,4 | Module 2 | ALTERED IMMUNE RESPONSES II  
Lupus and Rheumatoid arthritis  
Pharmacology for the Immune system  
Immune Deficiency HIV Infection  
Antiretroviral Therapy | Identify nutritional needs of the client with decreased immune function.  
Outline the underlying principles for the care of the AIDS patient.  
Identify situations that warrant a sexual risk reduction screening. | 1. Lewis Ch 65  
2. Lehne Ch 68,72  
3. Lewis Ch 15 | 1. ATI tutorials and assessment test.  
2. Practical Exercises  
Multiple Patients with Pain  
3. Study Guide Ch 65  
4. Study Guide Ch 15  
**Due Date: Sept 6**  
5. Clinical prep tool | P/F  
P/F  
P/F  
P/F  
P/F |
| --- | --- | --- | --- | --- | --- |
| 1,2,3,4 | Module 3 | HEPATIC AND BILIARY DISORDERS  
Functions of the liver.  
Jaundice  
Ascites, Portal hypertension and cirrhosis  
Acute and chronic pancreatitis  
Gall bladder Disorders | Analyze lab values pertinent to the function of the hepatic system.  
Identifies nutritional needs of the client with hepatic disease.  
Participate in discussion related to case studies.  
Perform and document assessment of the Hepatobiliary System  
Prioritize complications associated with ascites and portal hypertension. | 1. Lewis Ch 39& 44  
2. Practical exercises:  
**GI Problems**  
Multiple Patients with **GI Problems**  
**GI Bleeding**  
3. Study Guide Ch 44  
**Due date: Sept 6**  
4. Clinical Prep Tool | P/F  
P/F  
P/F  
P/F |

**Sept 5 Exam 1**  
**12.0 points**
### Module 4
**RESPIRATORY FAILURE**
- Pulmonary heart disease: pulmonary hypertension, cor pulmonale
- Pulmonary Embolus
- Pulmonary edema
- ARDS
- Mechanical Ventilation

**Perform and document assessment of the respiratory system.**
- Identify current drug therapies for pulmonary hypertension
- Identify clients at risk for respiratory failure.
- Identify clients at risk for pulmonary embolus

| 1. Lewis Ch 28- review
| 2. Lewis Ch 66 pgs 1751-1769.
| 3. Lewis Ch 68
| 4. Lehne pg 1250-1251.
| 5. Pharm ATI 350-374
2. Practical exercises: **Respiratory Problems**
- Dyspnea and SOB
- Respiratory Difficulty after Surgery

| 3. Study Guide Ch 68
| Due Date: Sept 20 | P/F
| 4. Clinical prep tool | P/F

**Sept 23 Exam 2**

### Module 5
**Introduction to critical care CONDUCTION DISORDERS**
- Dysrhythmias, pacemakers, ICD’s, Cardioversion
- Antidyshthymics

**Use appropriate assessment parameters for determining the characteristics and the severity of major symptoms of cardiovascular dysfunction.**

| Lewis Ch 66 pgs 1733-1738
| 2. Lewis Ch 36
| 3. Lehne Ch 48
| 4. Lehne Ch 44
2. Practical exercises **Cardiovascular Problems**

| 3. Study Guide Ch 35 | P/F
| Due date: Sept 27 | P/F
| 4. Clinical Prep tool | P/F
| 5. Nursing Care Plan Due Sept 28 | P/F

**12.0 points**
| 1,2,3,4 | Module 6  
**CIRCULATION**  
**AND**  
**HEMODYNAMICS**  
Systemic and pulmonary circulations.  
Hemodynamics and introduction to Hemodynamic monitoring.  
Connecting electrical with mechanical events of the heart.  
Review of hemodynamic changes in HF |
|---|---|
| Discuss the principles, indications and management of clients with hemodynamic monitoring  
Analyze key nursing diagnosis related to imbalance of myocardial supply and demand  
Compare central venous pressure monitoring, pulmonary artery monitoring, and systemic intrarterial monitoring with regard to clinical significance, nursing responsibilities and possible complications.  
Discuss the principles, indications and management of clients with hemodynamic monitoring |
| 1. Lewis Chapter 32 pgs 740-744  
Table 32-7 Muga scan, hemodynamic monitoring, TEE, BNP, Stress echo  
Bedside versus hemodynamic monitoring  
2. Lewis Ch 35 pgs 821-833  
3. Lewis Ch66 pgs 1733-1751  
4. Lehne Ch 42  
5 Lehne Ch 45  
| 1. ATI tutorials and assessment test.  
2. Practical exercises: **Heart Failure**  
3. Study Guide Ch 66, **Due Date:Oct 4**  
4. Clinical prep tool |

| CIRCULATORY FAILURE  
Shock, sepsis and DIC  
Drugs for shock  
Vasoactive drugs |
|---|
| Identify similarities and differences among various types of shock.  
Recognize clients at risk for shock.  
Prioritize signs and symptoms of early shock.  
Analyze key nursing diagnoses related to Circulatory Failure, Shock, Critical care nursing |
| 1. Lewis Ch 67 |
| 1. Practical exercises: **Septic Shock**  
2. Study guide Ch 66,67  
**Due date Oct 4**  
3. Clinical prep tool |
| 1,2,3,4 | Module 7  
**STRUCTURAL AND INFLAMMATORY DISORDERS**  
**VASCULAR DISORDERS**  
PAD, Critical limb ischemia, Peripheral Vascular disease  
Aneurysms  
Invasive and Non-invasive interventions for the vascular system  
PCI and angioplasty  
Fibrinolytic therapy, Antiplatelets and anticoagulants  
Bypass grafts, Open heart surgery  
Heparin Protocol: DVT and Coronary | reduced tissue perfusion | Oct 7  
Exam 3 | 12.0 Points |
|---|---|---|---|---|
| **Recognize priorities when administering anticoagulant therapy.**  
**Analyze key nursing diagnoses related to reduced arterial blood flow.**  
**Use the nursing process as a framework of care for clients with circulatory insufficiency of the extremities.**  
**Review principles of anticoagulant therapy for thromboembolism.**  
**Discuss the nursing management of the client receiving anticoagulation therapy.**  
**Explain the nursing implications of the medications prescribed for treating patients with peripheral vascular disorders.** | 1. Lewis Ch 37  
2. Lewis pgs 806-810  
3. Lehne Ch 51  
4. Lewis Ch 38  
6. Lehne Ch 52 | 1. ATI tutorials and assessment test.  
2. Practical exercises  
*Multiple Patients with PVD* | P/F |
| 3. Study Guide Ch 37,38 | Due Date: Oct 11 | P/F |
| 4. Clinical prep tool | 5. Mid Semester Clinical Eval | P/F |
| Oct 21  
Exam 4 | 12.0 points |
<table>
<thead>
<tr>
<th>1,2,3,4.</th>
<th>Module 8 ONCOLOGICAL NURSING</th>
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<tbody>
<tr>
<td>Stem Cell theory</td>
<td>Explain interventions to protect the client who is immunocompromised.</td>
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<td>Risk factors</td>
<td>Discuss narcotic ceilings and thresholds.</td>
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<td>Prevention and screening</td>
<td>Examine the agency chemo spill kit procedures.</td>
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<td>Surgical treatment</td>
<td>Perform and document assessment data related to the client with cancer.</td>
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<tr>
<td>Chemotherapy and Radiation</td>
<td>Differentiate between opioid tolerance and nativity.</td>
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<tr>
<td>Overview of the pharmacology of chemotherapy</td>
<td>Selected cancers</td>
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<tr>
<td>1. Lewis Ch 16</td>
<td>1. Lewis Ch 16</td>
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<tr>
<td>2. Lehne Ch 100, 102</td>
<td>2. Lehne Ch 100, 102</td>
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<tr>
<td>HEAD AND NECK CANCER; 7171-730.</td>
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<td>LUNG CANCER: 578-585</td>
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<td>COLO-RECTAL CANCER; 1063-1069</td>
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<td>LIVER CANCER; 1116-1117</td>
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<tr>
<td>PANCREATIC CANCER 1125-1126.</td>
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<td>BONE CANCER 1674</td>
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<tr>
<td>CERVICAL, ENDOMETRIAL AND OVARIAN CANCER 1400-1404</td>
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<tr>
<td>BREAST CANCER 1348-1361</td>
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<tr>
<td>TESTICULAR CANCER</td>
<td>TESTICULAR CANCER</td>
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<tr>
<td>PROSTATE CANCER</td>
<td>PROSTATE CANCER</td>
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1. ATI tutorial and assessment test |
2. Practical Exercises |
3. Study Guide Ch 16 Due Date Oct 18 |
4. Clinical Prep Tool |
| Module 9 | **RENAL AND GU ALTERATIONS**  
| Renal and GU disorders  
| Glomerular disorders  
| Nephrotic syndrome  
| Urinary incontinence  
| Drugs for overactive bladder  
| Prostate cancer and BPH  
| Drug therapy for BPH  
| Surgical Therapy for BPH  
| Prostate Cancer  
| Bladder cancer  
| Ileal conduits  
| Acute and chronic renal failure  
| Dialysis  
| 1. Lewis Ch 45  
| 2. Lehne Ch 40  
| Diuretics  
| Perform and document assessment data related to the client with a renal and/or urinary disorder.  
| Describe the basic structures and functions of the renal and urinary systems.  
| Describe tests and procedures used in the diagnosis of renal and urinary disorders.  
| Identify factors that may contribute to the development of renal disorders.  
| Analyze the lab data for a client with chronic renal failure.  
| Differentiate between thrills and bruits  
| List teaching-learning needs for the client with an AV-fistula.  
| List the precautions in the management of temporary dialysis catheters  
| Identify elements of a renal diet.  
| 1. ATI tutorial and assessment  
| 2. Practical exercises:  
| Renal and Urinary Problems  
| 3. Study Guide Ch 45  
| Due date: Oct 12  
| 4. Clinical prep tool  
| 1. Study guide Ch 46  
| 2. Practical Exercise  
| SOB, Edema, and Decreased Urine Output  
| Due Date Oct 26  
| 3. Clinical prep tool  
| Exam 5  
| Nov 4  
| 12.0 points |
| 1, 2, 3, 4 | **Module 10**  
**Endocrine Disorders** | Perform and document assessment data related to the Endocrine system.  
Recognize lab tests used in the diagnosis of thyroid and adrenal gland disorders  
Identify patients at risk for SIAH | 1. Lewis Ch 48, 50  
2. Lehne Ch 57, 58, 59, 71  
3. Pharm ATI 444-478  
2. Practical exercises  
**Endocrine Problems**  
**Multiple Patients with Adrenal Gland Disorders**  
3. Study guide Ch 50  
**Due Date: Nov 10**  
4. Clinical prep tool  
5. Nursing Process Pater  
**Due Nov 16** | P/F |
| 1,2,3,4 | **Module 11** | **ACUTE NEUROLOGICAL ALTERATIONS**  
Intracranial pressure and cerebral pressure  
Head injury  
Cranial surgical procedures  
Brain attack  
Nursing care  
Meningitis and Encephalitis | Implement assessment techniques to assess LOC, motor strength and ocular changes  
Differentiate the signs and symptoms of persons with right and left hemispheric stroke.  
Use the nursing process as a framework for care of the client with a brain attack.  
Differentiate mild, moderate, and severe head injury.  
Describe the potential complications after a head injury.  
Use the nursing process as a framework for care of the client undergoing intracranial surgery.  
Identify mental status changes and implications for patient safety | 1. Lewis CH 56,57,58  
2. Practical exercises: *Head and Leg Trauma and Shock*  
3. Study Guide Ch 57,58  
4. Clinical prep tool | P/F  
P/F  
P/F  
P/F  
P/F  
5 POINTS | 5 POINTS | **Due Date: Nov 23** | **Due Date : Nov 30** | **POST TEST** |
### Module 11
**CHRONIC NEUROLOGICAL ALTERATIONS**

Parkinson’s Disease  
Seizures  
Myasthenia gravis, Guillain Barre  
ALS  
Toxic neuropathies  
Rehabilitation Issues

1. Select the appropriate rationale for interventions related to clients with multiple sclerosis, Parkinson’s disease, and other chronic neurological conditions.

2. List priorities of care for the client with a seizure.

3. Implement nursing intervention appropriate for patients with impaired verbal communication, impaired swallowing, and alterations in urinary and bowel elimination.

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| 1. Lehne Ch 21,22,23  
2. Lewis Ch 59  
3. Pharm ATI 160-182 | 1. ATI tutorial and assessment test  
2. Practical exercises Neurological problems  
3. Study Guide Ch 59  
**Due Date Nov 23**  
4. Clinical prep tool  
**5. Final Clinical eval Nov 30** | P/F | P/F | P/F | P/F |
| 1,2,3,4 | **Module 12** | 1. Describe four major mechanisms of spinal cord trauma.  
2. Define the classifications of spinal cord injury.  
3. Discuss the pathophysiological effects of injuries of the spinal cord by level of injury,  
4. Use the nursing process as a framework for care of the client with a spinal cord injury. | 1. Lewis Ch 61  
1: ATI tutorial and assessment test  
2. Practical exercises *Spinal Cord Injury*  
3. Study Guide Ch 61  
4. Clinical prep tool  
**Due Date: Dec 6** | P/F |
|---|---|---|---|---|
| 1,2,3,4 | **Module 13** | 1. Identify nursing roles in a code blue.  
2. Analyze observations of primary and secondary survey.  
3. Identify clinical applications of prioritization and delegation.  
4. Recognize correct responses to emergency situations.  
5. Calculate fluid replacement needs in the burn client. | 1. Lewis Ch 69  
2. Lewis Appendix 1  
3. Lewis Ch 25  
1: ATI tutorial and assessment test  
2. Practical exercises *Burns*  
3. Study Guide Ch 25  
4. Clinical prep tool  
**Due Date: Dec 6** | P/F |
VII. Materials

Pharmacolgy Review Module (6th ed) Assessment Technologies Institute

VIII. Grading Scale (This is specific to All NUR classes.)
A variety of teaching methods will be utilized in this course. Classroom experiences include lecture / discussion, case studies, demonstration, viewing various audiovisual materials, computers, skills laboratory, guest speakers, small group discussions and simulation

Students are evaluated through objective written examinations. Missing exams is discouraged and make-ups will be given only for extreme emergencies, at the discretion of the instructor. Make-ups will be considered ONLY if the instructor has been notified in advance. A comprehensive final examination will be given at the completion of the course covering all facets of your nursing education to date. Math questions are included on all exams. Breakdown is as follows:

Exam I = 12%
Exam II = 12%
Exam III = 12%
Exam IV = 12%
Exam V= 12%

Comprehensive Final Exam= 20%
Post Test = 5%
Nursing Process Paper= 10%
Care Plan, Weekly Clinical Preps and Journal= 5%

GRADING SCALE.
90.0-100 =A
80.0-89.9 =B
77.0-79.9 =C
Below 76.9 = D (Failure)

Students will receive a mid=term and final formative and summative evaluation. Students will be asked to perform a self-evaluation and clinical site evaluation. Students also will complete a course and faculty evaluation using the method listed below.

All ATI (standardized testing) assigned for the course must be completed in order to pass the course. Failure to take an assigned ATI test will result in a grade of “F”. Students will be furnished with a list and the dates of the assigned tests. Not demonstrating sufficient mastery of the material will result in mandatory remediation. So, do your best on these tests. Remediation required could include but not be limited to:
  ✓ Writing NCLEX-RN questions on the topic (200 – 500)
  ✓ Additional ATI testing
  ✓ Pathophysiology, culture, ethical, nutrition, pharmacology paper
Failure to complete the remediation within the assigned timeframe will result in a failure (F) for the course.

CLINICAL PERFORMANCE:
In the clinical area, students are evaluated on a pass/fail basis using the clinical evaluation tool. Students are required to complete a written self-evaluation as evidence of their identification of their strengths and weaknesses. Instructors will complete a written summation of the student’s performance in the clinical area with specific comments as to whether or not they met course objectives. Instructor evaluations of student clinical performance supersede student’s evaluations. Students are expected to be open to constructive feedback from instructors and modify behavior accordingly. Each student will be evaluated at mid-term (formative) and at the end of the term (summative) for clinical performance.

A passing clinical grade is achieved when the student:
1. Consistently meets all the clinical objectives with 3.5- 4.5 scores. (See professional cues)
2. Meets clinical requirements for each agency.

The ability to safely and professionally apply theory to clinical experiences is the essence of nursing. Therefore, the clinical grade supersedes the theoretical grade. In order to pass the course and receive a theory grade, the student must be passing clinically. A clinical failure requires repeat of the total class, theory and clinical aspects, if readmitted to the program.

NURSING CARE PLANS:
Nursing Care Plans provide the student with the opportunity to apply the nursing process, in written form, to specific patient situations. 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. Care plans should demonstrate a holistic client view and be culturally competent.

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. Although care plans will not be assigned a letter grade, they will be utilized in evaluating overall clinical performance.

NURSING PROCESS PAPER
The professional nursing paper is a requirement of this course. A professional paper is one that requires research and demonstrates the student’s ability to utilize proper paper format and documentation of resources utilized. The most recent Publication Manual of the American Psychological Association (in library and online @ www.apa.org) must be used as the source for organizing this paper. You should utilize headers and references according to this book. All papers must be typed. You are expected to utilize at least 4
references. References should be from peer-reviewed nursing sources and be less than 5 years old. All references must be appropriately documented and cited. Correct spelling, grammar, and punctuation are considered to be essential components of all clinical papers and nursing progress notes. Papers that do not meet acceptable standards will be returned as unsatisfactory and graded accordingly. Limit papers to 15 typed pages. The professional process paper is a clinical requirement and is used, in part, to evaluate clinical performance.

All papers must be submitted by the due date

**Paper Content:**
1. Biography and Social History  
2. Presenting Problem  
3. Previous Medical-Surgical History  
4. Medical Diagnosis  
5. Pathophysiology  
6. Assessment Data  
7. Diagnostic studies (include all abnormal trends significant to the patient)  
8. Nursing diagnoses and goals  
9. Relevant nursing research/journals/articles  
10. Nursing Interventions  
11. Medications  
12. Client/Family Teaching  
13. Discharge Planning  
14. Summary of Student Learning

**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.

**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.

**CLINICAL ASSIGNMENTS:**
Specific clinical assignments will be made prior to the clinical experience. The student is responsible for doing an initial patient assessment and formulating a plan of care for each assigned patient. In addition, the student is responsible for researching the patient’s pathophysiology, medications, nutritional needs, learning needs, and treatment.

**CLINICAL JOURNAL:**
Students are expected to maintain a clinical journal that reflects concerns, feelings, and observations that are germane to the development of nursing/caring behaviors. The journals periodically will be reviewed by the clinical instructor or lead course instructor for review and feedback. Patients should not be identified in these journals and patient confidentiality must be maintained. These journals are a way to help develop caring affective behaviors and should be student-centered.
WEEKLY CLINICAL PREPS:
Nursing Care Plans provide the student with the opportunity to apply the nursing process, in written form, to specific patient situations.
Weekly Clinical Preps assist the student in understanding Nursing Process. The projects encompass pathophysiology, diagnostic tests and lab data, assessment, nursing diagnosis, goals, interventions and rationale, and a teaching plan. 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. They will be utilized in evaluating overall clinical performance.

X. Class Policies
Attendance is taken in all lectures and clinicals. All absences must be reported to the course coordinator and/or course and clinical instructors in advance. All absences must be excused. All excused absences from clinical must be made up. An unexcused absence will warrant a course incident report and may result in being dropped from the course. **Students who miss more than 20% of lecture/classroom time will receive a failing grade (F) for the course.**

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. 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 questions and the answer. There will often be important information published to the class via the discussion Forum, 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 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.

**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.

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 students’ time logged into the online course.

Late Work

Any assignment not submitted by the due date and time specified in the Schedule of Assignments considered late, unless you have contacted me and I have approved an extension in advance. 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. The above policy does not apply to the final exam, nor any other assignment that may due during the Final Exam period. No assignment due during the last week of classes will be accepted late to allow me to submit the course grades to the college on time. All clinical hours must be completed before a grade can be received for this course.

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. Please refer to the Nursing Student Handbook regarding withdrawal and readmission to the nursing program.
6. Students should meet with the Dean of Nursing when withdrawing from class.

Exams and Quizzes
Examinations are focused on helping you pass the NCLEX-RN examination and to help faculty evaluate your learning. Any cheating will result in immediate course failure and withdrawal from the nursing program. Examinations utilize formats similar to what you will experience on the NCLEX-RN licensing examination. This includes multiple answer questions. The more you practice NCLEX style exams, the better you will do. All of your examinations must average 77% or better to pass the class. No extra credit is given and other course work cannot be used to “bump up” a failing examination average. Cell phones are not allowed in the classroom while an exam is being given. Please leave them in your car. You may not write on the tests, only the answer sheets.

Exam Review

Exam review is at the sole discretion of the instructor and is subject to suitable student behavior. Test review will not be done during class time. It is not a time to “argue a question.” Students are not allowed to copy or write down test questions or answers. Instructors may impose a time limit for the review.

Test review will be done after class hours are completed. Class time will not be used to review tests. Students who do not have their text book with them will not be allowed to participate in the test review. Thirty minutes will be set aside after class (when grades are completed) for students to have an instructor led test review. In addition, those students who do not obtain a passing score on an examination will be required to do NCLEX-style questions from the ATI testing bank and will be a non-proctored test that provides correct answers and rationales. The content area for the ATI test will be decided by the instructor as will the completion deadline. This remediation is important for mastering knowledge and content necessary to pass the NCLEX-RN examination and be a safe nurse.

Test Analysis:

 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. The decision to eliminate a question will be at the discretion of the instructor based on test/item analysis. That decision will then be reviewed by other nursing faculty. 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.

Threaded Discussion Activity

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 the response and it must be referenced in
APA style. The other 3 responses should be in response to your classmates. They are to be a minimum of 4 sentences. You are required to use proper spelling and grammar. The question will relate to an ethical issue that nurses encounter.

**APA Style**

All papers, writing assignments, and references are to be written using current APA style. Failure to use APA style will result in receiving no credit for the assignment. All students should have an APA reference book. APA assistance is also available online and from the college librarians. There are numerous resources to help you. Correct grammar and spelling also is expected. APA style papers always should have a title page, running headers, and a reference page.

**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. It should, but will not, go without saying that 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.

**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 305-809-3504 via
email at: joanne.dinkel@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](http://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/maq/nur](http://www.doh.state.fl.us/maq/nur)
- [www.nursingcenter.com/library](http://www.nursingcenter.com/library)
- [www.nurseeducatoronline.com](http://www.nurseeducatoronline.com)
- [www.ahna.org](http://www.ahna.org)
- [www.vue.com/nclex](http://www.vue.com/nclex)
- [www.fkcclibnursing.blogspotcom](http://www.fkcclibnursing.blogspotcom)

**Revised June, 2010**
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: ________________________________