Nursing Education Program
NUR 105 – Adult Nursing Syllabus

I. NUR 105 – Adult Nursing
   Theory 5 credit hours
   Lab 1 credit hour
   Clinical 2 credit hours
   Total 8 credit hours
   Contact 14 hours

II. Class Meeting Dates/Times/Location
   See Blackboard for days and times when classes will be held. Students should be prepared for NUR 105 to meet for several days during the first 2 weeks of class. See course calendar and clinical schedule for complete scheduling of class and clinical rotation.

III. Clinical Dates/Times/Location
   Clinical rotations may be held any day of the week including days or evenings. See the NUR 105 Clinical Rotation Schedule.

IV. Instructor, Contact Information, Office Hours/Location
   See Blackboard for faculty contact information

V. Course Description
   This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Emphasis is placed on providing care to individuals undergoing surgery, fluid and electrolyte imbalance, and common alterations in respiratory, musculoskeletal, gastro-intestinal, cardiovascular, and endocrine systems. Nutrition, pharmacology, communication, cultural, and community concepts are integrated

VI. Prerequisite(S)/Corequisite(S)
   Prerequisite Courses
   • NUR 102 – Fundamentals of Nursing
   • NUR 103 – Health Assessment
   • NUR 104 – Introduction to Pharmacology
   • BIO 201 – Human Anatomy and Physiology I
   • Math requirement

   Co-Requisite Courses
   • NUR 106C – Child Nursing
   • ENG 101 – English Comp I
   • BIO 202 – Anatomy and Physiology II

VII. Level Objectives
   At completion of Level I, the associate degree nursing student will be able to:
   1. Demonstrate competency in performing basic nursing skills for individuals with common health alterations.
   2. Utilize foundational knowledge of the communication process in providing nursing care for clients across the lifespan.
   3. Apply foundational knowledge of the nursing process in providing nursing care for clients across the lifespan.

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4. Utilize critical thinking skills in formulating a plan of care for clients with common health alterations in a variety of settings.

5. Utilize a teaching/learning plan for culturally diverse clients with common health alterations in a variety of settings.

6. Develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process.

7. Utilize relevant technology for client care and documentation.

8. Demonstrate professional behaviors associated with nursing.

VIII. Instructional Goals

- Cognitive - Comprehend foundational knowledge of providing health care for adult clients.
- Performance - Apply foundational knowledge of providing health care for adults.

IX. Course Outcomes

- Perform IV therapy.
- Provide care for clients with respiratory, cardiovascular, endocrine, gastrointestinal, musculoskeletal system alterations.

X. Professional Competencies and Objectives

Unless otherwise indicated, evaluation of student’s attainment of cognitive and performance objectives are based on knowledge and skills gained from this course. Competencies specified for each module may be set by certification agencies, national and state codes, health care facility policies, locally developed lab/clinical assignments, or any combination. Students are expected to utilize relevant technology for client care and documentation.

Module A – Fluid, Electrolyte, and Acid Base Balance

A1.0 Promote fluid and electrolyte homeostasis.

A1.1 Assess a client to determine fluid and electrolyte homeostasis.
   A1.1.1 Define terms associated with fluid and electrolyte homeostasis.
   A1.1.2 Explain the physiology of fluids and electrolytes.
   A1.1.3 Explain how the body’s regulators systemically maintain homeostasis.
   A1.1.4 Identify causes of fluid and electrolyte imbalance.
   A1.1.5 Interpret clinical manifestations to determine types of fluid and electrolyte imbalance.
   A1.1.6 Identify treatment modalities for maintaining fluid and electrolyte homeostasis.
   A1.1.7 Evaluate outcomes of treatment modalities for maintaining fluid and electrolyte homeostasis.

A1.2 Use the nursing process to promote fluid and electrolyte homeostasis.

A2.0 Promote acid-base homeostasis.

A2.1 Assess a client to determine acid-base homeostasis.
   A2.1.1 Define terms associated with acid-base homeostasis.
   A2.1.2 Explain the physiology of acids and bases.
   A2.1.3 Explain how the body’s regulators systemically maintain homeostasis for acid-base.
   A2.1.4 Identify causes of acid-base imbalance.
   A2.1.5 Interpret clinical manifestations to determine types of acid-base imbalance.
   A2.1.6 Identify treatment modalities for maintaining acid-base homeostasis.
   A2.1.7 Evaluate outcomes of treatment modalities for maintaining acid-base homeostasis.

A2.2 Use the nursing process to promote acid-base homeostasis.

Module A Clinical/Lab Skills

- Use relevant technology for care and documentation
- Interpret lab data
• Measure and calculate input and output data
• Obtain anthropometric measurements
• Obtain weights
• Perform appropriate assessments
  Interpret assessment findings

Module B – Venipuncture and Intravenous (IV) Therapy

B1.0 Perform venipuncture and IV therapy.

  B1.1 Perform venipuncture.
    B1.1.1 Define terms associated with IV Therapy.
    B1.1.2 Describe key points of the Nurse Practice Act concerning intravenous therapy.
    B1.1.3 Explain CDC guidelines and agency policies for intravenous therapy.
    B1.1.4 Explain selected concepts of ethics and patient’s rights related to intravenous therapy.
    B1.1.5 Differentiate between the registered and practical nurse’s responsibilities for intravenous therapy.
    B1.1.6 Explain the registered and practical nurse’s responsibilities in administration of blood, blood products, and volume expanders.
    B1.1.7 Interpret doctor’s orders for intravenous therapy.
    B1.1.8 Explain the anatomical and physiological considerations associated with intravenous therapy.
    B1.1.9 Explain rationale for the selection of intravenous solutions.
    B1.1.10 Describe the purpose of equipment and supplies for intravenous therapy.
    B1.1.11 Select appropriate equipment and supplies for specified intravenous therapy.
    B1.1.12 Describe the process of preparing a patient for intravenous therapy.
    B1.1.13 Describe the process of preparing the equipment for performing intravenous therapy.
    B1.1.14 Calculate IV flow rates.
    B1.1.15 Describe the process of starting the intravenous therapy.

  B1.2 Initiate intravenous therapy.
    B1.2.1 Describe the process of managing intravenous therapy including IV piggyback and saline flush.

  B1.3 Maintain intravenous therapy.
    B1.3.1 Identify expected outcomes of treatment modalities for IV Therapy.
    B1.3.2 Use critical thinking to prioritize management of care for clients receiving selected IV Therapy.

B2.0 Obtain blood specimens.

  B2.1 Collect blood specimens.
    B2.1.1 Identify equipment and techniques for collecting blood specimens.
    B2.1.2 Select the appropriate color collection tube for an ordered diagnostic test based on organizational protocol.
    B2.1.3 Describe the process of preparing a patient for collecting blood specimens.
    B2.1.4 Explain the process for obtaining blood specimens.
    B2.1.5 Explain CDC guidelines and/or agency policies for handling blood specimens.
    B2.1.6 Explain the procedures for handling and disposing of specimen gathering materials.

  B2.2 Handle blood specimens according to policy and protocol.
    B2.2.1 Explain CDC guidelines and/or agency policies for handling blood specimens.
    B2.2.2 Explain the procedures for handling and disposing of specimen gathering materials.

Module B Clinical/Lab Skills
• Use relevant technology care and documentation
• Perform venipunctures
• Manage IV therapy including IVPBs and flush
Module C – Perioperative Care
C1.0 Provide perioperative care.

C1.1 Given clinical situations use the nursing process to provide perioperative care.
   C1.1.1 Define terms associated with perioperative care.
   C1.1.2 Explain the nurse’s role within perioperative settings.
   C1.1.3 Explain the elements of informed consent.
   C1.1.4 Explain nursing process for perioperative care.
   C1.1.5 Explain preoperative care.
   C1.1.6 Explain intraoperative care.
   C1.1.7 Explain postoperative care.
   C1.1.8 Describe techniques for acute pain management.
   C1.1.9 Use critical thinking to prioritize management of care.

C1.2 Develop a nursing care plan to provide perioperative care.
C1.3 Evaluate the effectiveness of perioperative care.

Module C Clinical/Lab Skills
- Use relevant technology for care and documentation
- Complete the preoperative checklist
- Prep clients for surgery
- Surgical gowning and gloving
- Surgical scrubbing
- Maintain a sterile field
- Post anesthesia recovery care and documentation
- Sterile and clean dressing
- Wound assessment
- Pain management
- Thromboembolytic Device (TED)
- Sequential Compression Devices (SCD’s)
- Incentive Spirometry
- Turn-cough-and deep breath (TCDB)
- Common drainage devices

Module D – Respiratory System Alterations
D1.0 Care for clients with respiratory system alterations.

D1.1 Assess a client for selected respiratory system alterations.
   D1.1.1 Explain the anatomy and physiology of respiratory system.
   D1.1.2 Define terms associated with the respiratory system.
   D1.1.3 Describe diagnostic tests for respiratory system alterations.
   D1.1.4 Describe upper respiratory system alterations.
   D1.1.5 Describe lower respiratory system alterations.
   D1.1.6 Describe respiratory failure for adult clients.
   D1.1.7 Interpret clinical manifestations to determine necessary care for respiratory system alterations.

D1.2 Develop a nursing care plan to provide care for a client with selected respiratory system alterations.
   D1.2.1 Describe the process of tracheotomy care, suctioning, and chest physiotherapy.
   D1.2.2 Describe the pharmacological agents for respiratory system alterations.
   D1.2.3 Describe nutritional considerations for treating respiratory system alterations.
D1.3 Implement a nursing care plan to provide care for a client with selected respiratory system alterations.

D1.3.1 Describe the process for implementing a nursing care plan to treat respiratory system alterations.

D1.4 Evaluate the effectiveness of interventions for a client with respiratory system alterations.

D1.4.1 Identify expected outcomes of treatment modalities for respiratory system alterations.

D1.4.2 Use critical thinking to prioritize management of care.

Module D Clinical/Lab Skills
- Use of relevant technology for client care and documentation
- Trach care and suctioning
- Chest physiotherapy
- Respiratory assessment
- Metered-dose inhalers (MDI)
- Nebulizers
- Maintaining Oxygenation
- Peak flow monitor
- Pulse oximetry
- Ambu bag
- Responding to codes

Module E – Cardiovascular System Alterations

E1.0 Care for clients with selected cardiovascular system alterations.

E1.1 Assess a client to determine selected cardiovascular system alterations.

E1.1.1 Explain the anatomy and physiology of cardiovascular system.

E1.1.2 Define terms associated with the cardiovascular system.

E1.1.3 Describe diagnostic tests for selected cardiovascular system alterations and complications.

E1.1.4 Describe selected cardiovascular system alterations and complications.

E1.1.5 Interpret clinical manifestations to determine selected cardiovascular system alterations and complications.

E1.2 Develop a nursing care plan to treat selected cardiovascular system alterations.

E1.2.1 Describe the pharmacological agents for selected cardiovascular system alterations and complications.

E1.2.2 Describe nutritional considerations for treating selected cardiovascular system alterations and complications.

E1.2.3 Describe the nursing process for providing care for selected cardiovascular system alterations and complications.

E1.3 Implement a nursing care plan to treat selected cardiovascular system alterations.

E1.3.1 Describe the process for implementing a nursing care plan to treat selected cardiovascular system alterations.

E1.4 Evaluate the effectiveness of interventions to treat selected cardiovascular system alterations.

E1.4.1 Identify expected outcomes of treatment modalities of selected cardiovascular system alterations and complications.

E1.4.2 Use critical thinking to prioritize management of care.

Module E Clinical/Lab Skills
- Use of relevant technology for client care and documentation
- Cardiovascular assessment
- Circulation, movement, and sensation assessment (CMS)
Module F – Endocrine System Alterations

F1.0 Care for clients with selected endocrine system alterations.
  
  **F1.1 Assess a client to determine selected endocrine system alterations.**
  
  F1.1.1 Explain the anatomy and physiology of endocrine system.
  F1.1.2 Define terms associated with the endocrine system.
  F1.1.3 Describe diagnostic tests for selected endocrine system alterations and complications.
  F1.1.4 Describe selected endocrine system alterations and complications.
  F1.1.5 Interpret clinical manifestations to determine selected endocrine system alterations and complications.

F1.2 Develop a nursing care plan to treat selected endocrine system alterations.
  
  F1.2.1 Describe the pharmacological agents for selected endocrine system alterations and complications.
  F1.2.2 Describe nutritional considerations for treating selected endocrine system alterations and complications.
  F1.2.3 Describe the nursing process for providing care for selected endocrine system alterations and complications.

F1.3 Implement a nursing care plan to treat selected endocrine system alterations.
  
  F1.3.1 Describe the process for implementing a nursing care plan to treat selected endocrine system alterations.

F1.4 Evaluate the effective of interventions to treat selected endocrine system alterations.
  
  F1.4.1 Identify expected outcomes of treatment modalities of selected endocrine system alterations and complications.
  F1.4.2 Use critical thinking to prioritize management of care.

Module F Clinical/Lab Skills
  
  - Use of relevant technology for client care and documentation
  - Endocrine assessment
  - Insulin administration
  - Hypoglycemia management (glucagon)
  - Blood and urine glucose monitoring
  - Sliding scale
  - Client teaching for self-care, nutrition, and monitoring
  - Interpreting diagnostic data

Module G – Gastrointestinal System Alterations

G1.0 Care for clients with selected gastrointestinal system alterations.
  
  **G1.1 Assess a client to determine selected gastrointestinal system alterations.**
  
  G1.1.1 Explain the anatomy and physiology of gastrointestinal system.
  G1.1.2 Define terms associated with the gastrointestinal system.
G1.1.3 Describe diagnostic tests for selected gastrointestinal system alterations and complications.
G1.1.4 Describe selected gastrointestinal system alterations and complications.
G1.1.5 Interpret clinical manifestations to determine selected gastrointestinal system alterations and complications.

**G1.2 Develop a nursing care plan to treat selected gastrointestinal system alterations.**
G1.2.1 Describe the pharmacological agents for selected gastrointestinal system alterations and complications.
G1.2.2 Describe nutritional considerations for treating selected gastrointestinal system alterations and complications.
G1.2.3 Describe the nursing process for providing care for selected gastrointestinal system alterations, complications, and surgical procedures.

**G1.3 Implement a nursing care plan to treat selected gastrointestinal system alterations.**
G1.3.1 Describe the process for implementing a nursing care plan to treat selected gastrointestinal system alterations.

**G1.4 Evaluate the effectiveness of interventions to treat selected gastrointestinal system alterations.**
G1.4.1 Identify expected outcomes of treatment modalities of selected gastrointestinal system alterations and complications.
G1.4.2 Use critical thinking to prioritize management of care.

**G1.5 Manage gastric decompression.**
G1.5.1 Explain the process of managing gastric decompression.

**G1.6 Reinsert a selected gastrostomy tube.**
G1.6.1 Describe the process of reinserting a selected gastrostomy tube.

**Module G Clinical/Lab Skills**
- Use of relevant technology for client care and documentation
- Gastrointestinal assessment
- Reinserting a gastrostomy tube
- Managing gastric decompression
- Interpreting diagnostic data

**Module H – Musculoskeletal System Alterations**

**H1.0** Care for clients with musculoskeletal system trauma and alterations.

**H1.1 Assess a client to determine musculoskeletal system trauma and alterations.**
H1.1.1 Explain the anatomy and physiology of musculoskeletal system.
H1.1.2 Define terms associated with the musculoskeletal system.
H1.1.3 Describe diagnostic tests for musculoskeletal system trauma and alterations.
H1.1.4 Interpret clinical manifestations to determine musculoskeletal system trauma and alterations.

**H1.2 Develop a nursing care plan to treat musculoskeletal system trauma and alterations.**
H1.2.1 Describe the pharmacological agents for musculoskeletal system trauma and alterations.
H1.2.2 Describe nutritional considerations for treating musculoskeletal system trauma and alterations.
H1.2.3 Describe the nursing process for providing care for musculoskeletal system alterations, complications, and surgical procedures.

**H1.3 Implement a nursing care plan to treat musculoskeletal system trauma and alterations.**
H1.3.1 Describe the process for implementing a nursing care plan to treat musculoskeletal system trauma and alterations.
H1.3.2 Explain the nursing process for assisting clients with cast care and complications.
H1.3.3 Identify techniques for various crutch-walking methods.
H1.3.4 Identify techniques for various traction methods.

H1.4 Evaluate the effectiveness of interventions to treat musculoskeletal system trauma and alterations.
H1.4.1 Identify expected outcomes of treatment modalities of musculoskeletal system trauma and alterations.
H1.4.2 Describe techniques for management of chronic pain.
H1.4.3 Use critical thinking to prioritize management of care.

Module H Clinical/Lab Skills
- Use of relevant technology for client care and documentation
- Interpreting diagnostic data
- Musculoskeletal assessment
- Crutch walking
- Traction management
- Cast care
- Chronic pain management
- Drain management
- Autologous transfusion management
- Continuous Passive Motion Machine (CPM)

XI. EVALUATION AND ASSESSMENT
Students are required to comply with the JSCC Academic Honesty Code. The complete student handbook is available for download at www.jeffstateonline.com.

ACADEMIC HONESTY CODE
All students enrolled in Jefferson State Community College are expected to conform to the College’s Academic Honesty Code. That code requires all students act with integrity in the performance of their academic work. Any student who fails to act with integrity in the performance of his academic work may be charged with a violation of the Academic Honesty Code.

Violations of the Academic Honesty Code include, but are not limited to, the following:

1. Looking on another student’s paper during a test or examination or communicating in any way with anyone other than the test administrator.
2. Using unauthorized materials and/or devices in the preparation of any assignment or in the taking of any tests or examinations.
3. Having in the immediate testing area materials and/or devices not expressly authorized by the test administrator.
4. Accepting or providing unauthorized assistance in the preparation of assignments or the taking of any tests or examinations.
5. Submitting as your own work essays, term papers, lab reports or other projects which have been prepared by others.
6. Obtaining, possessing, or gaining knowledge of answers to a current test or assignment before it has been distributed to the class and without the knowledge and consent of the instructor.
7. Gaining, without authorization, access to the work of another student. (Example: accessing the computer file of another student).
8. Plagiarizing (presenting as one’s own the ideas, the data and/or the words of another).
9. Inventing data or information in the preparation of assignments except when such invention is expressly authorized.
10. Violating supplementary academic honesty codes, which have been adopted and approved in individual divisions of the college and distributed to students within those divisions.
Penalties for violation of the Academic Honesty Codes and Disciplinary Procedures are outlined in the Jefferson State Community College Student Handbook under the section labeled "Academic Honesty Code".

**CODE OF STUDENT CONDUCT**

Jefferson State Community College recognizes that students are both citizens and members of the academic community. Upon enrolling in the college, each student assumes an obligation to conduct himself in a manner compatible with the College’s function as an educational institution. Students are expected to obey both the statutes of local, state, and federal government and the College’s policies. The College may discipline a student for violating its standards of student conduct even though the student is also penalized by the local state, and federal authorities for the same act. The Code of Student Conduct and established disciplinary procedures apply to individual students, as well as formal groups of students, and state the function of students, faculty, and administrative staff members of the College in disciplinary proceedings. The College has jurisdiction for disciplinary purposes over a person who was a student at the time he allegedly violated the College’s policies.

*Recording devices may only be used at the permission of the individual instructor. Instructors have the right to refuse lecture recording. The use of recording devices to record lecture is strictly for use in this course and cannot be disseminated elsewhere.*

*The use of electronic devices that provide internet access is limited to current course materials.*

**A. Grading Scale:**

The grading system that is stated by the College for determination of “A”, “B”, etc., that is:

- A - 90 - 100
- B - 80 – 89
- C - 75 – 79
- D - 60 – 74
- F - Below 60

**B. Theory component**

Students must achieve a 75% (C) on the theory component of the course and pass clinical experiences in order to pass the course. A clinical failure constitutes a course failure. Students may not progress to the next semester nursing courses if they do not achieve a 75% average.

Theory grades will be calculated by dividing the student’s points achieved by the total points possible. These points will include content exams, a comprehensive final exam, assignments, pop quizzes, and classroom activities.

**C. Course test policies**

Students are expected to carry out all assigned work and to take examinations at the class period designated by the instructor. The following test policies apply to all nursing courses:

1. The student must inform the instructor, either directly or through a message left in the Nursing Office or by Blackboard email, if he/she is unable to take the test at the scheduled time. Failure to do so may result in a zero for that test, and the student may be ineligible to take the makeup exam. Arrangements to make up missed work due to excused absences must be initiated by the student within a week of the absence. Make-up tests may be given at the end of the semester. Students may be required to present a valid JSCC student ID in order to complete any makeup exam.

2. Students may be unable to take an exam if more than 15 minutes have passed since the test was started.

3. The instructor will not answer any questions once the exam has begun. If a clearly identified mistake is noted (ex. a typo), the student will raise his/her hand and the instructor will respond.
4. Students who miss make-up test(s) or fail to schedule make-up test(s) will receive a zero for the missed test(s).

5. Computerized testing may be taken on the student’s home computer or in the computer lab at any campus as designated by the instructor. Computerized testing is a privilege granted to the student to allow the student more schedule flexibility. Students are expected to maintain academic honesty during testing. Faculty reserve the right to delete any tests that appear to be compromised. Duplication of any online test is prohibited and can result in discipline outlined in the Academic Honesty Policy.

6. Computerized quizzes and assignments are not eligible for make-up since they are offered over a specified time frame. All computerized quizzes and assignments that are missed will go into the grade book as "0".

7. During test reviews, there will be no discussion regarding answers. Any student who wishes to challenge an answer should do so in writing or email, providing the specific rationale, reference information, and page number within 48 hours of the exam. However, this procedure in no way suggests that the instructor will accept the rationale as provided.

8. Test reviews are available for all tests at a time designated by the faculty. Students who miss the scheduled review sessions are not given additional opportunities for review.

9. Pop quizzes may be administered at any time during a scheduled class meeting. Pop quizzes may be between 1-5 points in value and are included in the total points possible for the course grade. Students must be present at the beginning of the pop quiz in order to take it and receive points.

10. No bonus points or additional coursework will be given as extra credit.

11. Only items supplied by the instructor, excluding pencils, are allowed on the desk during testing. All personal student items will be placed in a faculty designated area during testing. Faculty reserve the right to restrict other items.

12. No cell phones or electronic devices of any kind will be allowed on your person during an exam or test review. Students violating this policy will receive a “0” for the test and/or failure for the course.

13. The Academic Honesty Code prohibits any student from fabricating an excuse to miss an exam and for any student to talk about, give hints, or offer any information to those who need to take a makeup.

14. Faculty will make every effort to accurately post grades and provide students with a method for determining their individual progress. Faculty may post course averages throughout the semester, but students are responsible for monitoring their own progress. Any average posted is subject to change and no average or final grade is official until the grades are posted on JSCC’s Banner.

D. Clinical component:
Students must maintain the following criteria in order to attend clinical lab experience:

1. An up to date Medical record
2. Evidence of current nursing student liability insurance
3. Current Certification in CPR (BLS-C) at the health care provider level
4. Satisfactory level of health
5. Adherence to established dress code
6. Current health insurance

Failure to comply will result in dismissal from the clinical facility and a grade of “F” on the clinical evaluation form in all applicable objectives.

A clinical grade of “Satisfactory” is required to pass the nursing course successfully. The following ratings can be given for the student’s performance: “Satisfactory or “Unsatisfactory,” and “Not Observed.” Behaviors are designated as Critical Behaviors or Professional Behaviors. Three (3) “U’s” in any critical behavior objective or professional behavior objective on 3 separate clinical experiences will constitute failure of the course due to inability to meet
clinical/course objectives regardless of the theory grade. The result of an 'F' in clinical will result in the student being unable to progress. The faculty will share the evaluation(s) with the student prior to the next scheduled clinical experience. The faculty and student will sign and date the evaluation(s) and make any pertinent comments.

**S = Satisfactory**
Student demonstrated knowledge and preparation in performing all aspects of the behavior

**U = Unsatisfactory**
Clinical behavior and/or work is either unsafe, inconsistent, or inadequate in meeting all aspects of the performance described in the behavior. When a U is given for the first time, the student is given specific criteria required to convert the U to a S.

**NO = Not Observed**
May be given for a behavior that is not observed

**Consequences of Unsatisfactory Behaviors:**
1. If a student receives a “U” during a clinical experience, he/she may be dismissed from that clinical session,
2. Three (3) “U’s” in any one objective are grounds for immediate termination from the currently enrolled nursing course, regardless of theory grade, due to failure to meet required clinical/course objectives and will result in inability to progress within the nursing program,
3. Faculty have the right to withdraw a student from the clinical setting due to unsatisfactory behavior that jeopardizes the health and/or safety of the client, staff, faculty, and/or other students.
4. Dismissal and permanent removal from the program may occur in cases of extreme circumstances that result in potential or actual harm to any individual, pending due process procedures.

**Critical Behaviors:** Behaviors required to demonstrate that the student’s nursing practice meets legal, ethical, and safety standards expected of an ADN student in the Alabama College System. If the student is unable to successfully demonstrate a critical behavior, the instructor will evaluate the behavior as “Unsatisfactory” and will provide student with an outline of specific criteria required to improve performance to gain an “S” (see Clinical Evaluation attached).

**Math calculation requirement**
1. A passing score of 90% or greater on a clinical math calculation test is required for students to fully participate in clinical activities. Students will be given a total of three (3) attempts to achieve the 90% passing requirement.
2. The first clinical calculation test will be given prior to the first clinical experience.
3. Achieving less than 90% accuracy on any clinical calculation test will not prohibit the student from participating in the clinical experience for the week. However, the student will not be allowed to give medications during the next clinical experience. It is the student's responsibility to notify his/her clinical instructor that they are not eligible to give medications.
4. A grade of "U" will be entered on the "Clinical Evaluation Tool" in Objective I: Provider of Care: Competent Care (Safety) and may be grounds for course failure for each attempt on the math calculation test.
5. If a student does not take the test for any reason, the student will not be allowed to give medications during the next clinical experience. The inability to administer medications will result in a grade of "U" on the Clinical Evaluation Tool in the related objective(s) and will not be able to give medications until passing the next clinical calculation exam.
6. Three “U’s” in a single clinical objective constitutes a clinical failure. Any student who does not make the required 90% or higher proficiency within the three clinical calculation attempts will not receive a passing grade for the course.
Clinical Policies:
1. Students should NEVER prepare or administer a medication without the supervision or approval of the JSCC nurse faculty.
2. Students should NEVER participate in client care activities in which they are unfamiliar or have not received instruction.
3. A nursing action that is committed or omitted that is an actual or potential endangerment to clients may represent sufficient rationale for course failure.
4. Students who perform unsafe actions or are unprepared for client care may be dismissed from the clinical setting and receive unsatisfactory grades for the experience.
5. Students who do not comply with the dress code may be dismissed from the clinical setting and receive unsatisfactory grades for the experience.
6. Students are required to attend all clinical rotations.
7. Students are required to notify the instructor of an absence prior to the beginning of the experience. Make-up clinical days must be scheduled with the course clinical coordinator within a week of the missed experience. It is the student’s responsibility to contact the instructor regarding a make-up date.
8. All missed clinical experiences must be made-up. Unexcused absences may result in a “U” in all behaviors on the clinical evaluation form. However, due to limited clinical space and time, clinical make up days cannot be guaranteed. Failure to complete clinical rotations will prohibit progression in nursing. Failure to notify the course clinical coordinator of an absence prior to the clinical experience as directed by the course clinical coordinator will result in a “U” in all behaviors on the Clinical Evaluation form. Students must meet all required clinical hours regardless of whether the absence was excused or unexcused.
9. Students may have clinical experiences on any day, evening, or weekend and on any given shift (day, evening, night). Students may rotate among faculty and/or clinical facilities during the semester.
10. Students may be assigned one or more clients during the clinical experience at the instructor’s discretion.
11. During the clinical experience students report directly to their assigned JSCC nursing faculty. In the event that the nursing faculty is unavailable, the student should comply with the following chain of command in this order: nurse assigned to the student's client, charge nurse, and then unit manager.
12. Clinical paperwork is due at the instructor-specified day and time. Late paperwork may result in a grade of "U" on the clinical evaluation form. Three "U"s in a critical or professional behavior will constitute a clinical failure.
13. Unsafe client care may result in a clinical failure or program dismissal as deemed appropriate by the assigned nursing faculty.
14. Students may not smoke in the nursing uniform. Students that smell of smoke or other odorous material will be asked to leave the clinical facility. Student submitting paperwork smelling of smoke or other strong odors may be required to resubmit paperwork.
15. Patient confidentiality must be maintained at all times. Failure to do so will result in a “U” in all related behaviors and may constitute a clinical failure.
16. Cell phones must not be visible in patient care areas. Students with cell phones in any clinical area must have them put on “vibrate”. Failure to comply will result in a “U” in all related behaviors.

Additional policies specific to clinical facilities may apply and will be communicated to the student during clinical orientation.

E. Final Course Grade
The final grade in the laboratory portion of the course will be determined as follows: Students must:
1. Receive no cumulative “U” in a critical or professional behavior objective on the Clinical Evaluation Tool.
2. Satisfactory completion of the required math test.

**Failure to meet any of the above requirements will result in a clinical failure.

Final letter grade for the course will be determined by the following scale:

<table>
<thead>
<tr>
<th>Plus Theory Grade</th>
<th>Plus Lab Performance</th>
<th>Equals Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>SATISFACTORY</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>SATISFACTORY</td>
<td>B</td>
</tr>
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Students who withdraw after the last day to receive an automatic W will receive a WF if the theory grade at the time of withdrawal is D or F or if the lab grade at the time of withdrawal is Fail. A grade of WP will be awarded if the theory grade at the time of withdrawal is C or above and the lab grade is Pass.

XII. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student’s ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. Withdrawal from class can prohibit progression in the nursing program.

Students are required to attend all clinical and laboratory experiences for each course. Only excused absences will be considered for make-up. However, due to limited clinical space and time, clinical make up days cannot be guaranteed. Failure to complete clinical rotations will prohibit progression in nursing.

XIII. Blackboard Policies:

Discussion

Discussion points may be awarded for participation in the Blackboard Discussion Forum for “thoughtful contributions”. Students are encouraged to participate in the discussion forums but should be aware that the following postings are not allowed:

- Rude, offensive, or inappropriate language
- Copying and pasting online newsletters or lengthy articles. Please condense the topic or insert a hyperlink to the original source.
- Incorrect information.
- Test questions. There may be students who missed the test and discussion of specific test questions gives those students who will be scheduling a makeup exam an unfair advantage.
- Personal promotions and advertisements for business purposes.
- Off topic posts. Please post your contribution in the correct thread and keep the post focused on the topic.
Messages to the faculty or class members that should be sent privately through the Blackboard email system.

Email
Students are encouraged to use Blackboard email to contact the faculty and other students. This is the fastest way to contact faculty since email can be checked from any location. Students must log on to Blackboard daily for updates and announcements. Announcements may be sent via email, the Discussions or posted on the front page of the course.

XIV. Statement On Discrimination/Harassment
The College and the Alabama Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual’s race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XV. Americans with Disabilities
The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student’s responsibility to provide appropriate disability documentation to the College. For questions or concerns, notify Alisha LeMaster alemaster@jeffstateonline.com FSC 300 856-6077.

XVI. Textbook(S) And Other Learning Resources

You may purchase any lab or drug book. Be sure to get the latest editions. Here are some suggestions:
Lilley, et al, Nursing Pharmacology, latest edition. (FROM NUR 104)
Nursing 105 Course Packet – Blackboard
Nursing 105 Lab Supply Packet
Optional: (strongly recommended)
Hogan, Mary Ann, Wany, Daryle, Fluids, Electrolytes and Acid Base Balance