I. **NUR 201 – Nursing Through the Lifespan I**
   - 3 Credit hour
   - 0 Theory credit hours
   - 2 Lab credit hours
   - 5 Clinical credit hour
   - 9 Contact Hours

II. **Class Meeting Dates/Times/Location**
    See course calendar for complete listing and location of class meeting dates, times, and location for the semester.

III. **Clinical Dates/Times/Location**
    See course calendar for complete listing and location of clinical dates, times, and location for the semester.

IV. **Instructor, Contact Information, Contact Policy, 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. Students manage and provide collaborative care to clients who are experiencing selected alterations in gastrointestinal, reproductive, sensory, and endocrine systems in a variety of settings. Additional instruction is provided for oncology, mental health, teaching/learning concepts, and advanced dosage calculations. Nutrition, pharmacology, communication, cultural, and community concepts are integrated.

VI. **Prerequisite(S)/Co-Requisite(S)**
   **Prerequisite Courses**
   - NUR 105 – Adult Nursing
   - NUR 106 -- Maternal and Child Nursing
   - BIO 202 – Human Anatomy and Physiology II
   - ENG 101 -- English Composition I

   **Co-Requisite Courses**
   - PSY 200 -- Psychology
   - BIO 220 -- Microbiology

VII. **Textbook(S) and Other Learning Resources**


   **Recommended but not required:**

Revised May 22, 2012
VIII. Level II Objectives (Outcomes)
At the completion of Level II, the associate degree nursing graduate will be able to:
1. Demonstrate proficiency in performing advanced nursing skills for individuals with health alterations in a variety of settings.
2. Apply therapeutic communication techniques in providing advanced nursing care for clients throughout the lifespan.
3. Apply foundational knowledge of the nursing process in providing advanced nursing care for clients throughout the lifespan.
4. Utilize critical thinking skills in providing collaborative care for clients with selected health alterations in a variety of settings.
5. Formulate a teaching/learning plan for culturally diverse clients with selected health alterations in a variety of settings.
6. Demonstrate competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process.
7. Examine relevant technology for client care and documentation.
8. Demonstrate professional behaviors and roles of a registered nurse upon entry into practice.

IX. Instructional Goals
- **Cognitive** – Comprehend foundational knowledge of the nursing process to provide advanced nursing care for clients throughout the lifespan.
- **Performance** – apply foundational knowledge of the nursing process to provide advanced nursing care for clients throughout the lifespan.

X. Course Outcomes
- Develop a teaching/learning plan for client/support system.
- Calculate dosages.

XI. Competencies/Objectives

Module A – Introduction To Teaching And Learning Concepts
A1.0 Develop a teaching/learning plan for client/support system.
  A1.1 Develop a teaching/learning plan for a specified situation.
    A1.1.1 Define terms associated with teaching/learning.
    A1.1.2 Describe elements of a comprehensive teaching/learning plan.
    A1.1.3 Describe the role of the registered nurse in teaching and learning activities.
  A1.2 Use a teaching/learning plan to provide instruction to a client and/or support system.

Clinical/Lab Skills
- Teaching/learning terms

Module B – Advanced Dosage Calculations
B1.0 Calculate dosages.
  B1.1 This competency is measured cognitively.
    B1.1.1 Identify information required for calculating dosages.
    B1.1.2 Validate data for advanced dosage calculations.
    B1.1.3 Perform dosage calculations using advanced mathematical formulas.

Clinical/Lab Skills
- Identifying data sources
Module C – Introduction to Mental Health Concepts and Issues
C1.0  Provide nursing care for clients with selected mental health alterations.

C1.1 Apply the nursing process for clients with selected mental health alterations.
    C1.1.1 Define terms associated with mental health.
    C1.1.2 Explain selected mental health concepts.
    C1.1.3 Survey historical treatments of mental health.
    C1.1.4 Explain cultural influences on mental health and illness.
    C1.1.5 State the use of the Diagnostic and Statistical Manual of Mental Disorders, Text Revised (DSM-IVTR).
    C1.1.6 Identify the role of mental health team members.
    C1.1.7 Explain legal and ethical issues related to mental health and illness.
    C1.1.8 Explain therapeutic relationships and communication as applied to clients, support systems, and the multi-disciplinary team.
    C1.1.9 Explain selected theories related to mental health.
    C1.1.10 Explain selected mental health therapies.
    C1.1.11 Explain health promotion related to mental health.
    C1.1.12 Describe selected mental health alterations.
    C1.1.13 Describe the pharmacological agents and/or treatments for selected mental health alterations.
    C1.1.14 Describe nutritional considerations for clients experiencing selected mental health alterations.
    C1.1.15 Use critical thinking to manage nursing care for culturally diverse clients experiencing selected mental health alterations.
    C1.1.16 Evaluate expected outcomes of nursing care of clients experiencing selected mental health alterations.
    C1.1.17 Identify the impacts of mental health alterations on maternal and pediatric clients.

Clinical/Lab Skills
- Critical thinking skills
- Use of relevant technology for client care and documentation
- Interpret diagnostic data
- Interpret Mini-mental status Exam (MMSE)
- Psychosocial support
- Teaching/learning plan
- Assist with treatment modalities
- Administer medications
- Adhere to policies and safety requirements
- Interpersonal Process Recording (IPR)

Module D – Oncology Nursing
D1.0  Provide nursing care for clients with cancer.

D1.1 Apply the nursing process for clients with cancer.
    D1.1.1 Define terms associated with treatment of cancer.
    D1.1.2 Describe legal and ethical issues related to cancer.
    D1.1.3 Describe the pathophysiology associated with cancer.
    D1.1.4 Describe the role of the nurse in prevention and detection of cancer.
    D1.1.5 Interpret clinical manifestations of cancer.
    D1.1.6 Interpret diagnostic tests and staging for cancer.
    D1.1.7 Describe oncological agents and treatments for cancer.
    D1.1.8 Evaluate nutritional considerations for clients with cancer.
    D1.1.9 Identify expected outcomes of treatment modalities.
    D1.1.10 Describe psychosocial needs of clients, families, and support systems.
D1.1.11 Use critical thinking to manage nursing care for culturally diverse clients with cancer.
D1.1.12 Evaluate expected outcomes of nursing care of clients with cancer.
D1.1.13 Identify impacts of cancer on maternal and pediatric clients.

Clinical/Lab Skills
- Critical thinking skills
- Use of relevant technology for client care and documentation
- Interpret diagnostic data
- Psychosocial support
- Central venous access devices
- Teaching/learning plan
- Advanced dosage calculations

Module E – Gastrointestinal System Alterations

E1.0 Provide nursing care for clients with selected alterations

E1.1 Apply the nursing process for clients with selected gastrointestinal system alterations.
E1.1.1 Define terms associated with selected gastrointestinal system alterations.
E1.1.2 Describe selected gastrointestinal system alterations.
E1.1.3 Describe the pathophysiology associated with selected gastrointestinal system alterations.
E1.1.4 Describe the role of the nurse in providing care for clients experiencing selected gastrointestinal system alterations.
E1.1.5 Interpret clinical manifestations of selected gastrointestinal system alterations.
E1.1.6 Interpret diagnostic tests for selected gastrointestinal system alterations.
E1.1.7 Describe the pharmacological agents and/or treatments for selected gastrointestinal system alterations.
E1.1.8 Evaluate nutritional considerations for clients experiencing selected gastrointestinal system alterations.
E1.1.9 Explain health promotion related to selected gastrointestinal system alterations.
E1.1.10 Identify expected outcomes of treatment modalities for clients experiencing selected gastrointestinal system alterations.
E1.1.11 Evaluate the psychosocial needs of clients, family, and/or support systems.
E1.1.12 Use critical thinking to manage nursing care for culturally diverse clients experiencing selected gastrointestinal system alterations.
E1.1.13 Evaluate expected outcomes of nursing care for clients experiencing selected gastrointestinal system alterations.
E1.1.14 Identify impacts of selected gastrointestinal system alterations on maternal and pediatric clients.

Clinical/Lab Skills
- Critical thinking skills
- Use of relevant technology for client care and documentation
- Interpret diagnostic data
- Psychosocial support
- Teaching/learning plan
- Advanced dosage calculations

Module F – Reproductive System Alterations

F1.0 Provide nursing care for clients with selected system alterations.

F1.1 Apply the nursing process for clients with selected reproductive system alterations.
F1.1.1 Define terms associated with selected reproductive system alterations.
F1.1.2 Describe selected reproductive system alterations.
F1.1.3 Describe the pathophysiology associated with selected reproductive system alterations.
F1.1.4 Describe the role of the nurse in providing care for clients experiencing selected reproductive system alterations.
F1.1.5 Interpret clinical manifestations of selected reproductive system alterations.
F1.1.6 Interpret diagnostic tests for selected reproductive system alterations.
F1.1.7 Describe the pharmacological agents and/or treatments for selected reproductive system alterations.
F1.1.8 Evaluate nutritional considerations for clients experiencing selected reproductive system alterations.
F1.1.9 Explain health promotion related to selected reproductive system alterations.
F1.1.10 Identify expected outcomes of treatment modalities for clients experiencing selected reproductive system alterations.
F1.1.11 Evaluate the psychosocial needs of clients, family, and/or support systems.
F1.1.12 Use critical thinking to manage nursing care for culturally diverse clients experiencing selected reproductive system alterations.
F1.1.13 Evaluate expected outcomes of nursing care for clients experiencing selected reproductive system alterations.
F1.1.14 Identify impacts of selected reproductive system alterations on maternal and pediatric clients.

Clinical/Lab Skills
- Critical thinking skills
- Use of relevant technology for client care and documentation
- Interpret diagnostic data
- Psychosocial support
- Develop/implement a teaching/learning plan
- Advanced dosage calculations

Module G – Sensory System Alterations
G1.0 Provide nursing care for clients with selected system alterations.

G1.1 Apply the nursing process for clients with selected sensory system alterations.
G1.1.1 Define terms associated with selected sensory system alterations.
G1.1.2 Describe selected sensory system alterations.
G1.1.3 Describe the pathophysiology associated with selected sensory system alterations.
G1.1.4 Describe the role of the nurse in providing care for clients experiencing selected sensory system alterations.
G1.1.5 Interpret clinical manifestations of selected sensory system alterations.
G1.1.6 Interpret diagnostic tests for selected sensory system alterations.
G1.1.7 Describe the pharmacological agents and/or treatments for selected sensory system alterations.
G1.1.8 Evaluate nutritional considerations for clients experiencing selected sensory system alterations.
G1.1.9 Explain health promotion related to selected sensory system alterations.
G1.1.10 Identify expected outcomes of treatment modalities for clients experiencing selected sensory system alterations.
G1.1.11 Evaluate the psychosocial needs of clients, family, and/or support systems.
G1.1.12 Use critical thinking to manage nursing care for culturally diverse clients experiencing selected sensory system alterations.
G1.1.13 Evaluate expected outcomes of nursing care for clients experiencing selected sensory system alterations.
G1.1.14 Identify impacts of selected sensory system alterations on maternal and pediatric clients.
Clinical/Lab Skills
- Critical thinking skills
- Use of relevant technology for client care and documentation
- Interpret diagnostic data
- Psychosocial support
- Develop/implement a teaching/learning plan
- Advanced dosage calculations

Module H – Endocrine System Alterations
H1.0 Provide nursing care for clients with selected system alterations.

H1.1 Apply the nursing process for clients with selected endocrine system alterations.
H1.1.1 Define terms associated with selected endocrine system alterations.
H1.1.2 Describe selected endocrine system alterations.
H1.1.3 Describe the pathophysiology associated with selected endocrine system alterations.
H1.1.4 Describe the role of the nurse in providing care for clients experiencing selected endocrine system alterations.
H1.1.5 Interpret clinical manifestations of selected endocrine system alterations.
H1.1.6 Interpret diagnostic tests for selected endocrine system alterations.
H1.1.7 Describe the pharmacological agents and/or treatments for selected endocrine system alterations.
H1.1.8 Evaluate nutritional considerations for clients experiencing selected endocrine system alterations.
H1.1.9 Explain health promotion related to selected endocrine system alterations.
H1.1.10 Identify expected outcomes of treatment modalities for clients experiencing selected endocrine system alterations.
H1.1.11 Evaluate the psychosocial needs of clients, family, and/or support systems.
H1.1.12 Use critical thinking to manage nursing care for culturally diverse clients experiencing selected endocrine system alterations.
H1.1.13 Evaluate expected outcomes of nursing care for clients experiencing selected endocrine system alterations.
H1.1.14 Identify impacts of selected endocrine system alterations on maternal and pediatric clients.

Clinical/Lab Skills
- Critical thinking skills
- Use of relevant technology for client care and documentation
- Interpret diagnostic data
- Psychosocial support
- Develop/implement a teaching/learning plan
- Advanced dosage calculations

XII. 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.

13. Three "U"s in a critical or professional behavior will constitute a clinical failure.

14. Unsafe client care may result in a clinical failure or program dismissal as deemed appropriate by the assigned nursing faculty.

15. 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.

16. 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.

17. 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:

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<thead>
<tr>
<th>Plus Theory Grade</th>
<th>Plus Lab Performance</th>
<th>Equals Final Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>SATISFACTORY</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>SATISFACTORY</td>
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<td>C</td>
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<td>F</td>
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<td>A</td>
<td>UNSATISFACTORY</td>
<td>D</td>
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<td>B</td>
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<td>C</td>
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<td>UNSATISFACTORY</td>
<td>F</td>
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</tbody>
</table>

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.

XIII. Attendance

Revised August, 2012
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.

XIV. 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.

XV. 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.

XVI. Disclaimer
The materials used within this course are the property of the instructor and Jefferson State Community College. They are intended for use only by students currently enrolled in NUR 201. Therefore, reproduction or dissemination in any manner is prohibited.

XIX. 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.