



Reid State Technical College Course Syllabus

NUR 105 Adult Health Nursing

I. NUR 105 – Adult Nursing

Theory	5 credit hours
Lab	0 credit hour
Clinical	<u>3 credit hours</u>
Total	8 credit hours
Contact	14 hours

II. CLASS MEETING DATES/TIMES/LOCATION

<i>Atmore:</i>	Wednesdays	7:50am-12:50 pm
	Thursdays	7:50am – 12:50pm
<i>Evergreen:</i>	Wednesdays	7:50am-12:50 pm
	Thursdays	7:50am – 12:50pm

III. CLINICAL DATES/TIMES/LOCATION

See clinical syllabus & rotation schedule for more details.

IV. INSTRUCTOR, CONTACT INFORMATION, OFFICE HOURS/LOCATION

Atmore Campus: Ann Nobles, RN, MSN
Office 210
Phone: 251-368-0135
Cell Phone: 251-230-0252 (voicemail & text)
Email: anobles@rstc.edu

Evergreen Campus: Roslana Gray, BSN, MSN, DNP
Office 209
Phone: 251-578-1313, ext. 136
Email: rgray@rstc.edu



V. COURSE DESCRIPTION

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

VI. PREREQUISITE(S)/COREQUISITE(S)**PREREQUISITE COURSES**

- NUR 102 – Nursing Fundamentals
- NUR 103 – Health Assessment
- NUR 104 - Pharmacology
- BIO 201 – Anatomy and Physiology I (Or LPN 113 for LPN track)
- MTH 116 – Mathematical Application (o higher)

CO-REQUISITE COURSES

- NUR 106 – Family Centered Nursing
- ENG 101 – English Comp I
- BIO 202 – Anatomy and Physiology II

VII. TEXTBOOK(S) AND OTHER LEARNING RESOURCES

White, L., Duncan, G. & Baumle, W. (2011). Foundations of Nursing: 3rd ed. Delmar Publishing

Potter, P., and Perry, A. (2015.), Essentials for Nursing Practice. 8th edition. Elsevier

Silvestri, L. (2010) Saunders Comprehensive Review for NCLEX-PN

Phillips, Lynn D., IV Therapy Notes F. A. Davis Company, (2005).

Assessment Technologies Institute Text Books (ATI) – Current edition

*There is a workbook that each student should have for the Foundations of Nursing Textbook.

VIII. COMPETENCIES

A1.0 Maintain fluid and electrolyte balance

A2.0 Maintain acid-base balance

B1.0 Perform IV therapy

B2.0 Obtain blood specimens

B3.0 Document IV therapy

C1.0 Provide perioperative care

D1.0 Provide care for clients with selected integumentary system alterations

E1.0 Provide care for clients with respiratory system alterations

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

G1.0 Provide care for clients with selected endocrine system alterations

H1.0 Provide care for clients with selected gastro-intestinal system alterations

I 1.0 Provide care for clients with musculo-skeletal system alterations

IX. COMPETENCIES AND OBJECTIVES**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 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 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 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 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 effective 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 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 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 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.

H1.1.1 Define terms associated with the musculoskeletal system

H1.1.2 Describe diagnostic tests for musculoskeletal system trauma and alterations.

H1.1.3 Describe selected 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.

IX. OUTLINE OF MODULES

MODULE A – FLUID, ELECTROLYTE, AND ACID-BASE BALANCE

- Fluid and electrolyte homeostasis
 - Functions of fluids and electrolytes
 - Transports
 - Active
 - Passive
 - Regulators
- Disturbances in fluid and electrolyte balance
 - Causes of imbalance
 - Alterations
 - Dehydration
 - Fluid volume excess
 - Hyper/Hypo electrolyte disturbances
 - Nursing Process
- Acid-base homeostasis
 - Blood gases
 - Regulators
- Acid-base alterations
 - Causes of imbalance
 - Respiratory Acidosis/Alkalosis
 - Metabolic Acidosis/Alkalosis
 - Nursing Process

MODULE B - IV THERAPY

- Roles and responsibilities
 - Legal and ethical guidelines
 - Nurse Practice Act
 - CDC guidelines
 - Handling medical waste
 - Agency policies
 - Ethics and patient's rights
 - Interpreting doctor's orders
- Terminology and A& P review

- Types and use of intravenous solutions
- Equipment and supplies
 - Pumps and controllers
 - Tubing and filters
 - IV needles and catheters
 - Criteria for choosing the appropriate equipment
- Calculating flow rates
- Patient physical and psychological preparation for IV therapy

- Venipuncture process
 - Techniques
 - Securing the IV site
 - Dressings and labeling
- Flow rate problems
- IV Complications and problems
 - Local
 - Systemic
- Monitoring and maintenance of the IV
 - Documentation
 - Site care
 - Patient education
- IV medications
 - Continuous
 - Intermittent
- Blood, blood products, and volume expanders
 - Registered nurse responsibilities
 - Practical nurse responsibilities
 - Transfusion reactions
- Nursing process

MODULE C – PERIOPERATIVE CARE

- Nurses role within perioperative settings
- Informed consent
- Pre-operative
 - Legal considerations
 - Types of surgery
 - Risk factors
 - Diagnostic tests and exams
 - Complete preoperative checklist
 - Prep for surgery
 - Nursing process
- Intraoperative
 - Surgical Gowning and gloving
 - Surgical scrub
 - Holding area
 - Operative area
 - Maintaining a sterile field
 - Safety
 - Types of Anesthesia
 - Malignant hyperthermia

- Post-operative
 - Complications
 - Wound classification and healing
 - Recovery area
 - Post anesthesia recovery
 - Nursing process
 - Pain management
 - Epidurals
 - Patient Controlled Analgesia (PCA's)

MODULE D – RESPIRATORY SYSTEM ALTERATIONS

- Terminology and A& P review
- Diagnostic tests
- Alterations
 - Upper
 - Acute
 - Chronic
 - Lower
 - Acute
 - Chronic
 - Respiratory Failure
 - Adult Respiratory Disorder Syndrome (ARDS)
- Tracheotomy care and suctioning
- Chest tubes
- Chest physiotherapy
- Nursing process
 - Pharmacological agents
 - Dermatological treatment
 - Nutritional considerations

MODULE E – CARDIOVASCULAR SYSTEM ALTERATIONS

- Terminology and A& P review
- Diagnostic tests
- Alterations and complications
 - Hypertension
 - Peripheral Vascular Alterations (PVD)
 - Arterial and venous ulcers
 - Anemia
 - Hematological
 - Pulmonary embolus
 - Congestive heart failure
 - Aneurysms
- Nursing process
 - Pharmacological agents
 - Dermatological treatment
 - Nutritional considerations

MODULE F – ENDOCRINE SYSTEM ALTERATIONS

- Terminology and A& P review
- Diagnostic tests
- Diabetes

- Types
- Acute and chronic complications
- Management
 - Blood and urine glucose monitoring
 - Insulin and Insulin pumps
 - Oral hypoglycemic agents
 - Diet and exercise
 - Emergency management
 - Self-care and monitoring
- Nursing process
 - Pharmacological agents
 - Dermatological treatment
 - Nutritional considerations

MODULE G – GASTRO-INTESTINAL SYSTEM ALTERATIONS (UPPER GI)

- Terminology and A& P review
- Diagnostic tests
- Upper GI
 - Infectious/Inflammatory
 - Stomatitis
 - Ulcers
 - Gastritis
 - Gastroesophageal Reflux Disease (GERD)
 - Hiatal hernias
- Gastrostomy tube reinsertion and management
- Surgical procedures
 - Gastrectomy
 - Gastric decompression
 - Gastric by-pass surgery
 - Fractured mandible
- Nursing process
 - Pharmacological agents
 - Dermatological treatment
 - Nutritional considerations

MODULE H – MUSCULO-SKELETAL SYSTEM ALTERATIONS

- Terminology and A& P review
- Diagnostic tests
- Musculo-skeletal traumas
 - Sprains
 - Fractures
 - Cast care and complications
 - Traction
 - Dislocations
 - Amputations
 - Crutches
- Inflammatory alterations
 - Rheumatoid arthritis
 - Osteomyelitis
- Degenerative alterations
 - Osteoporosis
 - Osteoarthritis

- Gout
- Lyme disease
- Osteomyelitis disease
- Surgical procedures
 - Knee and hip
 - Carpal Tunnel
 - Spinal fusion
 - Laminectomy
 - Disc repair
- Nursing process
 - Pharmacological agents
 - Dermatological treatment
 - Nutritional considerations
- Chronic pain management

X. EVALUATION AND ASSESSMENT

There will be at least 8 examinations and a final exam. Questions on each test will be primarily objective and may include: multiple choice, fill in the blank, true/false, matching, select all that apply, pharmacological, dosage calculations (no multiple choice), and short answer. Diagrams will also be used as well as laboratory requirements. Only answers on the scantron or the instructor provided answer sheet will be considered. Answers coded wrong on the scantron by the student but right on the test booklet will not be accepted for credit. Students should also expect to have preparation quizzes each day.

Students will be required to take monitored Saunders and ATI computer tests. Prior to taking the scheduled monitored Saunders/ATI computer exam, the student must turn in at least 3 attempts verified with score sheets of the scheduled exam with at least one score of 75 or greater. Students will complete remediation based on the level benchmark for each ATI exam. Students scoring a Level III benchmark on each ATI exam will be required to complete **1** hour of remediation. Students scoring Level II benchmark on ATI exams will be required to complete **2** hours of remediation. Students scoring Level I on ATI exams will be required to complete **3** hours of remediation. Students scoring below Level I on any ATI exam will be required to complete a minimum of **4** hours of remediation. All remediation must be done using the focused review for the exam. The computer exams will be averaged together and count as a stand-alone grade. The student will be allowed to use a calculator for any math problems on the exam.

Exam Procedures

It is essential that testing times are quiet. Once a student leaves the testing area, the student will not be allowed to return until all students have completed testing. Pencils, tests, answer sheet forms, and calculators if specified, are the only items allowed on the desk for exams. Calculators are not allowed for testing unless specified. If allowed, calculators must have instructor approval and may not be shared. A #2 pencil with eraser is required for all tests. No handbags, backpacks, book carriers, books, drinks, food, cell phones and/or other electronic devices are allowed on top of, under, or around any desk during testing. No hats may be worn during testing. If assistance is required during the test, the student should raise his/her hand to signal need of assistance from the instructor. Tests are timed. Students arriving late for an exam must take the exam in the remaining time available. Students arriving late for a quiz will not be allowed to take the quiz, pending the instructor's discretion. Students are not to approach instructors for exam results for at least 48 hours after exam completion. Instructors will post exam scores as soon as they are able.

Exam Reviews

Exam reviews will be held at the discretion of the instructor. Attendance is encouraged. Every attempt is made to review within one week of the date for which a test was given. During test reviews students are not allowed to take notes or to record in any form; pencils, pens, recorders, cell phones, etc. are not allowed. Disputes related to test items are not discussed during test reviews. Any student who disagrees with a keyed answer on a test item must complete the "Request for Instructor Review of Test Items" form. The form for review of test

items must be submitted within 72 hours from the date the exam was given or from the date the exam was reviewed, whichever is the latest. The instructor and another faculty, or the department chairperson will review the question. The student is to be provided feedback within one week of submission. Test reviews may be terminated if the class becomes disruptive. Students must then, schedule an appointment with the instructor to review the test individually. Any student who wishes to review a test individually must make an appointment with the instructor within one week from the time of test review. Students will be allowed to review a photocopy of their test scantron sheet in the presence of the instructor during individual exam review. Students may only view the previous exam. No student will be allowed to review exams the week before final exams, and at no time may students request to review all scantrons from a course. For final exam review, an appointment must be made with the instructor.

Dosage Calculation Exams

All students will have to pass the pre-clinical math exam with a grade of 80 or higher. Students that are unsuccessful on the first attempt will be allowed to repeat the exam only once. The retake will be an entirely different test, not the same one. A student must make a passing grade of 80% to be allowed to go to clinical. The first take, if below 80, will be averaged together with the retake for a test grade in the nursing course that the student is registered for (NUR 105, NUR 107, or another course if student is out of progression, ie, NUR 106). **Students who are unable to pass the pre-clinical math exam on the second attempt must drop from the course with a clinical component and any nursing co-requisites. At this time, the student should either plan an intensive independent review on his/her own, or repeat the course in which he/she failed to successfully learn the necessary competencies.**

The student must bring his/her own calculator. Students may not share calculators during the exam. Cell phones, pilots, etc. will not be allowed in the classroom during exams. Only a standard calculator will be allowed.

Students will be required to do drug sheets as assigned. The information contained on the drug sheets will be used to give a comprehensive pharmacology exam at the end of the semester. It will be the student's responsibility to keep copies of each drug sheet.

Grading

A grade of D or F is not acceptable for any course in the standardized practical nursing curriculum (including Math, English, and Biology). A student must maintain a C or better to progress in the program.

Grading Scale:

A=90-100	F=below 60
B=80-89	AU=Audit
C=75-79	I=Incomplete
D=74-60	W=Withdrawn

No rounding of test scores (daily, weekly, or final exam) will be done (78.6 is 78.6). Only the final course grade average will be rounded: 0.5 or higher will be raised to the next whole number (Example 79.5 or higher will be rounded to 80). A student must have a 75 or better average in nursing courses to pass and be allowed to progress in the nursing program. A student must pass theory and clinical of NUR 107 in order to pass the

course. The theory component will be averaged with exams counting 65% and the final counting 35%. Failure in one component (either theory or clinical) will constitute a failure in the course regardless of the course average.

Chapter Tests/*Other Assigned Work=65%

* Saunders/ATI exams, Preparation quizzes, Clinical care plan, Pre-clinical math exam grade, Pharmacology exam*

Comprehensive Final Examination =35%

*All course work, including makeup tests, assignments, remediation, and make-up time must be completed prior to being eligible to take the Final exam. The student will only be allowed (1) opportunity to take the final exam and it will be recorded as the final exam grade. No retakes will be given on the final exam. The student will be required to make high enough on the final exam to average in for a passing average of 75 according to the required percentage (theory portion 65% and final exam 35%).

****Students must pass the clinical component as well as the theory component in order to pass the course. See clinical syllabus for clinical requirements.**

Make-up Exams

Only one make-up exam is allowed, for both written and computer exams. If more than one exam is missed, a grade of zero will be given for that exam. For computer exams, if the student is not prepared with three practice attempts, all *prior* to the date of the computer exam, and with at least one attempt having a grade of 75 or greater, the student will not be allowed to take the computer exam that day and will count as a missed computer exam. As with written tests, only one make-up exam is given. If more than one computer exam is missed, a grade of zero will be given for the exam. All make-up exams, including computer exams, will be administered within a week of the last withdrawal date. Students who miss the assigned make-up date will receive a zero for that exam. Make-up exams are subject to be different from the original exam, and the make-up computer exam will be the first one missed. If the student fails to provide practices, as defined above, for the computer exam, the student will not be allowed to take the make-up computer exam and a grade of zero will be recorded for the make-up computer exam. Early exams are given only by the discretion of the instructor for extenuating circumstances.

Implemented Summer 2016

Nursing Lab Policy

The following guidelines have been established to assist the nursing student to be successful in courses with a classroom lab component.

1. Study both the theory and lab chapter component that correspond to the assigned Modules-see each course calendar syllabus.
2. Watch the “Skills Videos” that accompany your text book for each of the modules. You have purchased these from the RSTC bookstore.
3. Students must have purchased (from the RSTC bookstore) the necessary lab equipment for simulated labs, and are responsible for bringing their own equipment to each class session. Sharing of equipment and using another student’s equipment is not recommended.
4. Students are required to practice in the simulated lab area PRIOR to the day of check-off with an instructor and/or instructional staff. The students will need additional practice time outside of the scheduled class time. This can be done after school or at home. Students will not do invasive procedures on live specimen in the classroom setting nor at home. Students are encouraged to use the mannequins in the lab. Students should bring their own equipment for practice sessions and are responsible for maintaining a safe lab area by straightening up and returning equipment and mannequins to their proper location of storage after each practice session.
5. Laboratory skills will be evaluated through graded check-offs and written exams in the classroom, lab and in the clinical settings. These will be a variety of skills. Charting skills will be a part of the evaluation process for the skills check off and will be part of the grade.
6. Students must document at least three practice sessions **before** lab check-offs will be allowed for a grade. Practice sessions can be with an instructor, lab assistant, another student, or another individual. The “Skills Check-off Practice Verification Form” must be signed by the person observing YOU practicing the skill. At least one signature must be with an instructor, lab assistant or instructional staff member. This ensures that the student has prepared for the check-off since the student only gets two chances to pass the skill(s) or they fail the check-off and have to withdraw from the course. (See #8 & 9 below).
7. The course instructor will post available lab practice times that she and/or the lab assistant will be available to observe *groups of students* and to sign the required “Skills Check off Practice Verification Forms.” A member of the instructional staff will be available only during the posted times to assist groups of students with review and practice of any needed skills. It is recommended that the students have actually read and practiced the skill(s), and watched the “Skills Videos” PRIOR to the supervised practice time. It is the student’s responsibility to wisely manage their time schedule and to be available during at least one of the posted practice sessions. Not attending one of the posted practice sessions with an instructional staff and not obtaining the required staff signature prior to the day of the scheduled graded skill check-off will cause the student to not be allowed to return the procedure on the scheduled date, in addition to having a deduction of 5 points for that specific skill. It is the student’s responsibility to set up a time and date with the instructor to do any make-up and/or redo procedure for a grade.
8. The initial check –off for all skills must be completed within the allotted two (2) week timeframe given by the instructor. If the student does not complete the skill within the two (2) week timeframe, the student will receive a minus 5 on the skill at that time. For each additional week that the student is late completing the skill, he or she will lose an additional five points per week of the skill grade.

9. Students will be given two chances to pass all clinical skills. If the student passes the skill on the first try, he/she will be given a grade of 75-100 for that skill. If a student is unsuccessful on the first attempt for a skill check off and scores between a 70 and 74, then that is the numerical grade the student receives. If the student scores less than a 70, the student will receive at a minimum a score of 70. On the second attempt, if the student is unsuccessful, the student will fail the procedure. However, if the student is successful, the two grades will be averaged, and the average score must be at least 75 for the student to pass the skill. Additionally, if the student was late performing the skill initially, the five point subtraction will be subtracted from the first score, prior to averaging the two together. If the student fails the check-off on the first attempt, a second attempt will be given after the student has time to practice and remediate. Example: if the student makes a 70 on the first attempt, then he/she will have to make an 80 on the second attempt to have a passing grade of "75". If after two attempts the student is unable to pass a critical skill, he/she will have to repeat the course with the skills lab component (and may not enroll in clinical or nursing co-requisites).

If a student has to repeat a procedure, it is recommended that the student does this within two weeks, since each skill builds on previous learned knowledge. It is the student's responsibility to contact the instructor to set up a time and date to do the repeat procedure. This time may be before or after scheduled class/lab time

10. Students must be present and prepared on the day of check-offs unless extenuating circumstances prevent them from doing so. This must be adequately documented. A deduction of 5 points will be deducted from each graded skill check-off if for any reason the student does not do the check-off on the assigned date. Leaving for an appointment, not being prepared, not having the required equipment or leaving for work, etc. are not acceptable excuses so students should plan their time wisely.

11. It is the students responsible to set up a time and date with the instructor to do any make-up and/or redo procedure(s) for a grade.

12. If a student has not completed the check-offs the week before the scheduled final, the student will not be allowed to take the final exam and in this case an incomplete will be given in the course. NO check-offs will be done the week of the Final Exam.

13. As part of the lab-check-off grades is the completion aspect of your grade. This will also include putting up the equipment, supplies, and straightening the environment, etc. If one does not do this, points will be deducted.

The necessary lab skills are:

- oral/nasal suctioning,
- tracheostomy care,
- gastrostomy reinsertion
- IV therapy.
- You must score a minimum of 75 on the IV therapy check off and IV therapy exam, and achieve 3 successful IV sticks in clinicals to be IV therapy certified.

The skills grades will be averaged together and count as a stand alone test grade.

Implemented Fall 2015

Policy on Posting of Final Course Grades
Health Careers Division -Practical Nursing
Reid State Technical College

Final Course Grades: Final exam grades and final course averages will not be given out at the end of the semester. Final course grades will be posted on-line and it will be the responsibility of the student to access their grades. A student must have their student identification number (not social security number) in order to access on-line information.

If a student has any questions concerning their course grade, the student must contact Ms. Jamila or Ms. Joyner (Biology Instructor) to set up an appointment to review final course averages with the course instructor. This will be done at a time convenient to faculty.

Students are encouraged to keep up with their grades and to know their grade average prior to taking the final exam. Students will be given a form for each course on which to document grades as they are accrued. Students will be given a mid-term average and each instructor will let students know where they stand the week before the final exam. It is the responsibility of the student to follow through on obtaining this information if they are absent the day the instructor passes out this information.

Students should access their grades in a timely manner to determine if they are eligible to participate in the pinning ceremony and/or need a schedule adjustment to progress in the program.

POLICY ON "P" QUIZZES

1. Students should also expect to have preparation quizzes each day. The preparation quizzes will be given randomly in class and will question the student on content that he/she should have read prior to class.
2. Students will not be allowed to make-up preparation quizzes. These quizzes will be averaged together for one major test grade. Preparation quizzes will be given randomly during class sessions. This could include at the beginning, in the middle, or the end of class.
3. The P quizzes may consist of multiple choice, essay, matching, and diagrams. P quizzes could consist of from one to ten questions. The material covered in the P Quizzes will include the learning objectives, key terms, chapter readings, and other assigned material deemed by the instructor. If the content being covered is from one chapter, the P quiz will be taken from the learning objectives and key terms for that particular chapter. If the content being covered is coming from one or more chapters, the P quiz will be taken from the learning objectives and key terms included in the first two chapters. This should provide the student a basis to prepare for class.

XI. ATTENDANCE

- a. 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 nursing and allied health programs.
- b. Students are expected to attend **all** clinical rotations required for each course. Only excused absences will be considered for makeup. 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 and allied health programs.
- c. Cell phones are expected to be turned off or on vibrate during class. Cell phones are not allowed on the desk during an exam.

XII. 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.

XIII. 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.

XIV. COURSE CALENDAR (See attached)

XV. STUDENT ACKNOWLEDGEMENT FORM

Please Read & Sign, and then return to your instructor

This is to verify that I have received a copy of my **NUR 105 Adult Nursing** syllabus and I understand the contents therein. I also understand the grading policy, the evaluation policy, the absentee policy, the attendance policy, the final exam policy, the preparation quiz policy, and the make-up work policy as it is outlined in the Nursing orientation Booklet and/or syllabus, college catalog, and student handbook.

I understand that this syllabus is correct at time of printing, but may require adjustments as is necessary to meet academic requirements.

I understand I must pass the theory and the clinical component in order to pass the course.

I will abide by all of the rules & regulations established within these guidelines.

Student Print your name: _____

Student's Signature _____

Date: _____

Instructor: Ann C. Nobles, MSN, RN/Roslana Gray, DNP, RN

Date: June 1, 2016