NIP 115 – Fundamentals of Nursing

Fall 2008 Syllabus

**Course Information**

**Organization**
Madisonville Community College

**Course Prefix, Number, Section, PS**
NIP 115
Section #: 81W1, 81L1, 81W2, 81L2, 81W3, 81L3, 81W4, 81L4, 81W5, 81L5, 81W6, 81L6, 81W7, 81L7, 81W8, 81L8

**Class #**
Class #: 36199, 36203, 36205, 36206, 36209, 36211, 36213, 36216, 36218, 36221, 36225, 36228, 36292, 36299, 36303, 36306, 36309, 36312, 36313, 36315, 36319, 36322, 36329, 36332

**Credits**
8

**Instructor’s Contact Information**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leah Atcher</td>
<td>136</td>
<td>824-3405 <a href="mailto:Latcher0002@kctcs.edu">Latcher0002@kctcs.edu</a></td>
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</tr>
</tbody>
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**Meeting Times/Location**

Lecture: Monday, Tuesday, & Thursday 9:00am-12:00am
Lab: Tuesday, & Thursday 1:00pm-3:00pm according to assigned lab groups and instructors
Clinicals: Wednesdays and Fridays 8:00am-3:00pm according to assigned lab groups and instructors

**Official Course Description**
Examines client's needs, health promotion, prevention of complication, and pain management associated with surgical intervention; Introduces skills related to mental health care, such as areas of adaptive/maladaptive behaviors and specific mental health disorders in a variety of healthcare settings.

**Prerequisites or Corequisites**
Prerequisites: Admission to the Integrated Nursing program. Successful completion of a Medicaid Nurse Aide equivalent course or proof of active status on the Medicaid Nurse Aide Registry. Completion, with a grade of "C" or better, of BIO135, PY110, COM181/COM252, ENG 101, and CIS 100 or equivalent. Students must have Basic Life Support certification, current liability insurance coverage and current immunizations for the duration of the course.
Co-requisites: NIP 110, AHS 100 (pre or co-requisite), FHM 100

**Required Text**

*All previous texts and skyscape PDA required for NIP 110...*
Learner Supplies
First semester lab pack, PDA, bandage scissors, stethoscope.
Wrist watch with second hand, black ink pen, uniform as required for NIP 110 and 115.
Uniform.

General Education Competencies
A. Communicate Effectively
   Read and listen with comprehension.
   Speak and write clearly using standard English.
   Interact cooperatively with others using both verbal and non-verbal means.
   Demonstrate information processing through basic computer skills.
B. Think Critically
   Make connections in learning across the disciplines and draw logical conclusions.
   Demonstrate problem solving through interpreting, analyzing, summarizing, and/or integrating a variety of materials.
   Use mathematics to organize, analyze, and synthesize data to solve a problem.
C. Learn Independently
   Use appropriate search strategies and resources to find, evaluate, and use information.
   Make choices based upon awareness of ethics and differing perspectives/ideas.
   Apply learning in academic, personal, and public situations.
   Think creatively to develop new ideas, processes, or products.

Course Competencies
1. Utilize the Neuman Systems Model and the Maslow Hierarchy, at a beginning level, in applying the nursing process/critical thinking as a basis for decision making in providing care for the client experiencing psychosocial stressors and threats to body defenses.
   Course Objectives
   a. Identify the body's normal defenses against infection and describe the signs and symptoms of a localized and systemic infection.
   b. Describe the links in the chain of infection and describe standard precautions.
   c. Explain the effect the 24 hour sleep-wake cycle has on biologic function.
   d. Discuss characteristics of common sleep disorders.
   e. Discuss the characteristics, risk factors and family dynamics of abusive and violent behavior.
   f. Apply the nursing process to the care of clients who have a mental illness.
   g. Apply the nursing process to the care of clients who have survived abuse and violence.
   h. Describe the care of the surgical client in the preoperative, intraoperative and postoperative phase.
   i. Identifies teaching needs for the surgical client in a variety of settings.
   j. Understands basic assessment of the integumentary system.
   k. Discuss the use of defense mechanisms by people with anxiety and stress related disorders.
   l. Discuss the characteristics, risk factors, and family dynamics of psychiatric disorders in childhood and adolescence.
m. Describe the impact of the patient's health status, age, lifestyle and environment on tissue oxygenation.

n. Describe the etiology of and the positive and negative symptoms of schizophrenia

o. Describe personality disorders in terms of the client's difficulty in perceiving, relating to, and thinking about self, others, and the environment.

p. Discuss various etiology theories of eating disorders.

2. **Utilize the nursing process in the multi-disciplinary development of a primary, secondary, and tertiary plan of care as a basis for health promotion.**

   **Course Objectives**
   a. Describe the characteristics of mental health and mental illness.
   b. Explain the basic beliefs and approaches of psychosocial theories and describe the various types of treatment modalities.
   c. Explain the trends in substance abuse and discuss the need for related prevention programs.
   d. Identify abnormalities and appropriate care of integumentary system.
   e. Apply the nursing process in the care of children and adolescence with psychiatric disorders.
   f. Compare and contrast common alterations in urination and nursing implications of associated diagnostic tests.
   g. Describe nursing implications for common diagnostic tests of the gastrointestinal tract.
   h. List appropriate nursing interventions for an immobilized patient.
   i. Apply the nursing process to the care of clients with personality disorders and schizophrenia.
   j. Apply the nursing process to the care of clients with eating disorders.

3. **Utilize therapeutic communication techniques in providing client care.**

   **Course Objectives**
   a. Discuss the characteristics, risk factors and family dynamics of abusive and violent behavior.
   b. Apply the nursing process to the care of clients who have a mental illness.
   c. Apply the nursing process to the care of clients who have survived abuse and violence.
   d. Explain the trends in substance abuse and discuss the need for related prevention programs.
   e. Describe the care of the surgical client in the preoperative, intraoperative and postoperative phase.
   f. Identifies teaching needs for the surgical client in a variety of settings.
   g. Discuss the use of defense mechanisms by people with anxiety and stress related disorders.
   h. Discuss the characteristics, risk factors, and family dynamics of psychiatric disorders in childhood and adolescence.

4. **Demonstrate knowledge of legal and ethical issues related to client's experience of physiological and psychosocial stressors.**

   **Course Objectives**
   a. Describe the influences of age, growth and development on a client's response to illness.
   b. Discuss the legal and ethical issues in psychiatric nursing.
   c. Discuss the characteristics, risk factors and family dynamics of abusive and violent behavior.
   d. Apply the nursing process to the care of clients who have a mental illness.
   e. Apply the nursing process to the care of clients who have survived abuse and violence.
   f. Explain the trends in substance abuse and discuss the need for related prevention programs.
   g. Describe the care of the surgical client in the preoperative, intraoperative and postoperative phase.
   h. Apply the nursing process in the care of children and adolescence with psychiatric disorders.
   (Chapter 20)
5. Demonstrate professional and caring behaviors, according to the standards of nursing practice, in providing and managing care for the client.

Course Objectives
a. Describe the characteristics of mental health and mental illness.
b. Explain the basic beliefs and approaches of psychosocial theories and describe the various types of treatment modalities.
c. Describe the influences of age, growth and development on a client’s response to illness.
d. Discuss the legal and ethical issues in psychiatric nursing.
e. Identify the body’s normal defenses against infection and describe the signs and symptoms of a localized and systemic infection.
f. Describe the links in the chain of infection and describe standard precautions.
g. Describe the care of the surgical client in the preoperative, intraoperative and postoperative phase.
h. Discuss the use of defense mechanisms by people with anxiety and stress related disorders.
i. Evaluate your own feelings, beliefs, and attitudes regarding clients with schizophrenia.

6. Demonstrate the use of evidence-based practice in the performance of nursing skills according to critical criteria with an emphasis on safety.

Course Objectives
a. Identify the body’s normal defenses against infection and describe the signs and symptoms of a localized and systemic infection.
b. Describe the links in the chain of infection and describe standard precautions.
c. Discuss the characteristics, risk factors and family dynamics of abusive and violent behavior.
d. Apply the nursing process to the care of clients who have a mental illness.
e. Apply the nursing process to the care of clients who have survived abuse and violence.
f. Identify abnormalities and appropriate care of integumentary system.
g. Identify factors that commonly influence urination and describe characteristics of normal and abnormal urine.
h. Discuss physiological and psychological factors that influence bowel elimination and common physiological alterations.
i. Identify the physiological processes of the cardiopulmonary system.
j. Identify and describe clinical outcomes for hyperventilation, hypoventilation and hypoxemia.
k. List appropriate nursing interventions for an immobilized patient.
l. Evaluate the effectiveness of antipsychotic medications for clients with schizophrenia.

7. Recognize and report situations that require collaboration with the client and other members of the health care team.

Course Objectives
a. Describe the characteristics of mental health and mental illness.
b. Explain the basic beliefs and approaches of psychosocial theories and describe the various types of treatment modalities.
c. Discuss etiologic theories of depression and bipolar disorders and describe the risk factors, characteristics and treatment for each.
d. Apply the nursing process to the care of a suicidal client.
e. Discuss the characteristics, risk factors and family dynamics of abusive and violent behavior.
f. Apply the nursing process to the care of clients who have a mental illness.
g. Apply the nursing process to the care of clients who have survived abuse and violence.
h. Identify methods for meeting the needs of caregivers to clients with dementia.
i. Identify factors that commonly influence urination and describe characteristics of normal and abnormal urine.

j. Discuss physiological and psychological factors that influence bowel elimination and common physiological alterations.

k. Identify and describe clinical outcomes for hyperventilation, hypoventilation and hypoxemia.

l. Identify effective treatment for patients with eating disorders.

8. **Apply teaching and learning strategies, at a beginning level, in the clinical settings.**

   **Course Objectives**
   a. Describe the characteristics of mental health and mental illness.
   b. Explain the basic beliefs and approaches of psychosocial theories and describe the various types of treatment modalities.
   c. Identify the body's normal defenses against infection and describe the signs and symptoms of a localized and systemic infection.
   d. Describe the links in the chain of infection and describe standard precautions.
   e. Discuss the characteristics, risk factors and family dynamics of abusive and violent behavior.
   f. Apply the nursing process to the care of clients who have a mental illness.
   g. Apply the nursing process to the care of clients who have survived abuse and violence.
   h. Identifies teaching needs for the surgical client in a variety of settings.
   i. Distinguish between delirium and dementia in terms of symptoms, course, treatment and prognosis.
   j. Identify factors that commonly influence urination and describe characteristics of normal and abnormal urine.
   k. Provide education to clients, families and community members to increase their knowledge and understanding of personality disorders and schizophrenia.
   l. Describe principles that guide treatment with medication for mental illness.
   m. Describe the range of treatment settings available for people with mental illness and rehabilitation programs that have been developed to meet their needs.

9. **Identify normal lines of defense in microbial and trauma stressors.**

   **Course Objectives**
   a. Identify the body's normal defenses against infection and describe the signs and symptoms of a localized and systemic infection.
   b. Describe the links in the chain of infection and describe standard precautions.
   c. Discuss the characteristics, risk factors and family dynamics of abusive and violent behavior.
   d. Apply the nursing process to the care of clients who have a mental illness.
   e. Apply the nursing process to the care of clients who have survived abuse and violence.
   f. Understands basic assessment of the integumentary system.
   g. Identify factors that commonly influence urination and describe characteristics of normal and abnormal urine.
   h. Describe physical and physiological changes associated with immobility.
**Grading Information**

**Grading Rationale**
Refer to page 24 of the MCC Integrated Nursing Program Student Handbook

**Theory Grading**
Unit examinations will be given at the scheduled times. If absent from an exam, the student must notify the clinical instructor prior to the exam.

1) Exams will be computerized, timed and proctored.

2) Information from assigned readings, campus labs and other classroom activities will be utilized for test construction. In case of discrepancy, the instructor will serve as the final authority on the specified content.

3) There are no make-up exams for a final exam. A student who is absent from a final exam will receive a zero for that exam. The faculty reserves the right to deal individually with students in the event of emergencies, catastrophic occurrences, or other unforeseeable or insurmountable situation.

4) No ball caps, sun visors, or head attire will be allowed during exams. No personal items will be allowed in the student seating area. These include cell phones, drinks, purses, & backpacks. Pencils and scratch paper will be provided.

5) Students making below a "C" on any unit exam will be required to review their test individually with the clinical instructor in order to identify testing or study skills problems. There will be no formal test review immediately following an exam. It is the student's responsibility to make an appointment for review within 1 week of the unit exam. After this time, there is no review of the final exam.

6) Students will be required to utilize resources provided by the clinical instructor to improve any test score below a "C". These resources will also be available to any student desiring to improve their exam score.

7) The MCC Early Alert System per college protocol will be initiated on any student receiving below a "C" on an exam.

8) Exam scores may be accessed from the student via Blackboard following each exam. Student scores will not be given out by telephone in order to maintain confidentiality.

9) Exam results will be reviewed and revisions may be made at the faculty's discretion. In all other circumstances, each exam will stand as is. Scores will not be curved and no test will be disregarded.

10) Evaluation of theoretical competence is based upon examinations, written assignments, and/or quizzes. A composite numerical grade will be assigned, and the student must maintain a "C" (76%) in all nursing courses. See individual Course Overviews for criteria specific to each course.

11) Any student who is unsuccessful for a total of 4 theory exams, including the ATI exams, (D or E), in the semester, must withdraw from NIP 115 and will not be allowed to complete any further exams or the final exam.

12) Students with a "D" average prior to the final exam will be required to withdraw from NIP 115 prior to the final.
Campus Lab Grading
Proficiency in all specified skills must be demonstrated in the campus lab before the student may advance in the program. Campus lab performance is based on a Satisfactory/Unsatisfactory basis. Performance Assessment Tasks (PAT) will be utilized to provide a rubric for "checking off" students in the laboratory setting. Students will have three opportunities to demonstrate competence on assigned skills. If the student is unsuccessful in performing a skill in the laboratory setting for check-offs the student will be given the grade of a "NI" (Needs Improvement) on the weekly evaluation tool. If the student is unsuccessful on the 2nd attempt of that same skill, the student will be given a grade of a "U" (Unsatisfactory) on the weekly evaluation tool. If the student does not deem proficiency after three attempts, they will be unsuccessful in the program; thus the student will not be permitted to advance in the program and will have to withdraw form the course. The third skill attempt will be evaluated by two nursing faculty members that are not currently teaching in the semester in which the skill is required. The skill must be successfully passed within one week of initial scheduled check-offs.

Clinical Evaluation
NIP 115 has a clinical component that requires the student to be able to care for patients in the clinical setting. Students must be able to meet the physical demands of caring for a client in the clinical setting which may require pushing, pulling, lifting, turning and transferring. Students must also be prepared to provide care for the client in the clinical setting. Students must be able to assess their client, provide care and administer medications to that client as assigned. Students will utilize information from their PDA in order to gain knowledge regarding the client's medical and nursing diagnoses, diagnostics and medications.

Clinical performance is evaluated on a Satisfactory/Unsatisfactory basis. A Satisfactory rating is given for demonstration of appropriate preparation for client care: safe and appropriate nursing care; and demonstration of skills proficiency, caring behaviors, personal responsibility, and accountability; and professional and ethical conduct. An Unsatisfactory rating will be given if safe and competent client care is compromised in any way, or if unprofessional or unethical conduct is demonstrated. An overall Satisfactory grade must be achieved in the clinical setting in order for the student to progress in the nursing curriculum. Campus lab is considered part of the clinical component and Unsatisfactory grades in Campus lab will be included in the Clinical grade.

If the student is in clinicals and cannot perform a previously passed skill in the clinical setting, the student will be given a "U" and will be sent back to the campus laboratory for remediation and a proficiency check-off.

A daily/weekly evaluation tool is utilized to provide the student with written feedback concerning performance in the clinical setting. The faculty will provide the student with weekly narrative comments and the student will provide a written response. Each Learning Outcome is evaluated. **Starred items denote critical outcomes for which the student must receive a Satisfactory (S) to successfully pass the clinical component. Three (3) Unsatisfactory ratings (U) on the weekly evaluation in a critical criterion constitute an Unsatisfactory as the final Clinical Evaluation grade. 50% of Unsatisfactory ratings (U) on the weekly evaluation in a non-critical criterion constitute an Unsatisfactory as a final Clinical Evaluation grade. Three (3) ratings of Unsatisfactory (U) on the final evaluation in a non-critical criteria component or one (1) rating of Unsatisfactory for a critical criteria component are considered excessive. This will result in failure of the course.

Grading Scale
A   92%-100%
B   82%-91%
C   76%-81%
D   65%-75%
E   <65%
Exam percentages:

<table>
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<tr>
<th>Test Type</th>
<th>Percentage</th>
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<tr>
<td>Exam 1</td>
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<tr>
<td>Exam 2</td>
<td>10%</td>
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<tr>
<td>Exam 3</td>
<td>10%</td>
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<tr>
<td>ATI Fundamentals exam</td>
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<tr>
<td>Exam 4</td>
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<tr>
<td>Exam 5</td>
<td>10%</td>
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<tr>
<td>Exam 6</td>
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<tr>
<td>ATI Mental Health exam</td>
<td>5%</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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**ATI Testing**
The minimum requirement for passing the proctored assessment exams is set at the 50th percentile. Grading scale for proctored assessment exams is as follows:

<table>
<thead>
<tr>
<th>Percentile achieved on Proctored Exam</th>
<th>Grade you will receive</th>
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<tbody>
<tr>
<td>90-99</td>
<td>Whatever the percentile is</td>
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<tr>
<td>80-89</td>
<td>89</td>
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<tr>
<td>70-79</td>
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<tr>
<td>0-9</td>
<td>50</td>
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At anytime your instructor can view any ATI tests that you have taken including any proctored or non-proctored tests. If any non-proctored tests are taken prior to taking the proctored test you will receive a grade of zero as this is a form of cheating and will not be tolerated.
Guidelines for Success
Course Outline:

I. Perioperative Phases
   A. Preoperative phase
      1. Definition of terms
      2. Principles of preoperative asepsis
      3. Factors influencing surgical outcomes
      4. Preoperative client assessment
      5. Preoperative client admission
      6. Nursing process for preoperative clients
      7. Preoperative consent
      8. Preoperative teaching
      9. Preparation for surgery
     10. Transfer to surgery
   B. Intraoperative phase
      1. Surgical asepsis
      2. Health care team member roles
      3. Client arrival in surgery
      4. Anesthesia
      5. Specific needs of clients related to life span changes
     6. Transfer from surgery
   C. Postoperative phase
      1. Admission to the post anesthesia care unit (PACU)
      2. Pain management
      3. Nursing process for postoperative clients in PACU
      4. Discharge from the PACU
      5. Transfer to the nursing unit
      6. Nursing process for postoperative clients
      7. Postoperative client discharge instruction
      8. Home health care

II. Mechanisms of self-defense
   A. Immunity
      1. Active
      2. Passive
   B. Inflammation
   C. Infection
      1. Integumentary infections/disorders
      2. Parasitic infections
      3. Fungal infections
      4. Viral infections
      5. Sexually transmitted diseases
      6. Communicable diseases

III. Therapeutic Communications across the Life Span
   A. Factors influencing communications
1. Components of non-verbal communications
2. Barriers to communication
3. Principles of a therapeutic interaction

B. Therapeutic nurse-client relationship
   1. Guiding principles of a nurse client relationship
   2. Phases of the nurse-client relationship

IV. Concepts of Mental Health
   A. Personality development
   B. Reaction to emotions
   C. Defense mechanisms
   D. Support systems
   E. Mental health and mental illness
   F. Legal/ethical issues

V. Assessment of Individuals across the Life Span with Psychosocial Problems
   A. Client/family history
   B. Physiological factors
   C. Psychological factors
   D. Mental status
   E. Diagnostic tests

VI. Treatment Modalities for Psychosocial Problems
   A. Therapeutic interaction
   B. Therapeutic milieu
   C. Crisis intervention
   D. Group and family therapy
   E. Behavioral and somatic therapies
   F. Psychopharmacology
   G. Outpatient care and community resources

VII. Multidisciplinary Approach to Caring for Individuals Across the Life Span Experiencing Acute and Chronic Psychosocial Problems
   A. Developmental disorders and mental retardation
   B. Attention deficit hyperactive disorders
   C. Autistic disorders
   D. Eating disorder/anorexia nervosa and bulimia
   E. Identity disorder
   F. Self destruction behavior/suicide
   G. Anxiety disorders
   H. Mood disorders
   I. Personality disorders
   J. Psychotic disorders
   K. Cognitive disorders
   L. Chemical dependency
   M. Domestic violence

Experiments/Activities:
1. Discuss in pre- and post-conference specific needs for different age groups during perioperative phase.
2. Discuss concept/needs in relation to different cultures and age groups related to postoperative management.
3. Utilize the nursing process to formulate a plan of care for the preoperative, intraoperative and postoperative client.
4. Identify the communication level, emotion reactions and defense mechanisms used by clients, support systems and health care providers.
5. Discuss in post-conference legal and ethical issues pertinent to clinical experience.
6. Participate in clinical experience at various community settings utilized by clients experiencing psychosocial problems.
7. Collect and analyze subjective and objective data for psychosocial and mental status assessments of a client experiencing a psychosocial problem.
8. Use the steps of the nursing process when caring for a client with specific psychosocial problems.

**ADA POLICY**

If you have a documented disability and need any type of accommodation, you are required to register with the Disability Resource Coordinator. Contact Valerie Wolfe, Disability Resource Coordinator, in Room 112 of the LRC building or at (270) 824-1708. The Disability Resources Office provides accommodations for students with permanent or temporary documented disabilities. This includes, but is not limited to, students with physical or psychological disabilities, learning disabilities, ADD, ADHD, and other health problems.
STATEMENT OF HEALTH STATUS
Refer to page 27 of the MCC Integrated Nursing Program Student Handbook

It's the students' responsibility to inform the course/clinical faculty of any health problems that could impair performance or jeopardize the safety of self or others. The student must report any changes in health status to the coordinator and faculty as soon as possible.

Incapacitation by illness, accident, surgery, deteriorating health, or restrictive devices such as crutches, casts, or braces may be considered potentially unsafe if the student is unable to provide appropriate client care or the student's well-being is compromised. The faculty and program coordinator will review individual cases for continued participation in clinical activities.

Evaluation will follow the Kentucky Community and Technical College System Technical Standards statement requiring that "all students should possess: (1) sufficient visual acuity, such as is needed in preparation and administration of medications, and for the observation necessary for patient assessment and nursing care; (2) sufficient auditory perception to receive verbal communication from patients and members of the health team and to assess health needs of people through the use of monitoring devices such as cardiac monitors, stethoscopes, IV infusion pumps, Dopplers, fire alarms, etc.; (3) sufficient gross and fine motor coordination to respond promptly and to implement the skill, including the manipulation of equipment, required in meeting health needs; (4) sufficient communication skills (speech, reading, writing) to interact with individuals and to communicate their needs promptly and effectively, as may be necessary in the individual's interest; and (5) sufficient intellectual and emotional functions to plan and implement care for individuals."

DISTANCE LEARNING COURSES
Distance Learning: Go to http://www.elearning.kctcs.edu for access to the Blackboard Academic Suite.
Library Information: To access the Library databases, you will need to enter a username and password. Library services are available at http://www.kctcs.edu/distancelearning/libraries.htm The website of Madisonville Community College's Library is http://www.madisonville.kctcs.edu/library/services.html Contact (270) 824-1722 for assistance with library assistance.
Program Help: Click on the Help tab. You may also call 1-866-606-1725 for assistance.
Technical Requirements: Students must have access to a computer and a reliable Internet connection.

This course is web enhanced. All students will be required to access the course website through http://www.elearning.kctcs.edu. The course website will be utilized for lecture content, assignments, and posting of grades. All students enrolled in this course have been issued a Madisonville Community College email address. Students are encouraged to check their email and the course website frequently for updated information. To access your online courses or any Kentucky Community and Technical College (KCTCS) web enhanced course through the Blackboard 8.0 website, you will need to use a special, unique username and password. (If you have already received and changed your password, continue to use your changed information to access your account.) You may access your course approximately two days prior to the course's advertised starting date.

To access your course, please follow these instructions:
1. Point your browser to http://www.elearning.kctcs.edu/webapps/portal/frameset.jsp.
2. In the space provided for "Username," enter your Peoplesoft or Webmail login user name and password.
3. Click on the "Login" button.
4. Click the link to your course to get started.

If you have difficulty logging in or if you have any further questions, please contact the Blackboard 8.0 Help desk. You may call them at 1-866-606-1725 for help with questions about login, accounts and accessing courses.
ATTENDANCE POLICY AND LATE/MAKE-UP COURSE WORK
Refer to page 24-25 of the MCC Integrated Nursing Program Student Handbook, Fall 2007.

Attendance and participation in all learning experiences is essential for achieving an appropriate knowledge base and is necessary for success in the nursing program. Attendance is expected in lectures, campus labs, clinical experiences, and all other assigned activities.

The decision to attend nursing school is a choice of the student. The curriculum is intensive and absences are detrimental to the student's performance and progress. The student who has made this decision must choose to make his/her education a priority. Work schedules and outside appointments should not conflict with the course schedule signed up for and agreed to by the student. Child care provisions should be made in advance. Illness in children is common, should be anticipated, and care for the ill child should be pre-arranged.

A. Lecture Absences
1. Lecture attendance is expected, and attendance will be taken. Students may not sign in other students. It is the student's responsibility to sign in, and failure to do so will be counted as an absence.
2. Any student who is absent from more than 5 hours of lecture, within each course rotation, will have 1 point deducted from his or her final course grade for each additional hour missed. Students arriving late, or leaving before lecture is completed will not be given credit for attendance.
**Students will use their assigned clickers to click in for attendance. It is the student's responsibility to click in when the attendance screen is projected. If the student does not click in when the attendance screen is projected, the student will be counted absent. A student's final grade will not be released until their assigned clicker is returned.
3. Instructors will monitor attendance and if a student is more than 15 minutes late or leaves more than 15 minutes early to or from lecture, an hour of absence will be counted for not attending the whole hour.
4. The nursing faculty reserves the right to deal individually with students in the event of an emergency or catastrophic occurrence, or unforeseeable and insurmountable situation.

B. Campus Lab Absences
1. Campus lab absences will be handled the same as lecture absences.
2. Students are responsible for arranging to make-up time with the instructor for check offs or demonstrations.
3. You may not alter your lab group time without prior approval from the instructor.
4. The nursing faculty reserves the right to deal individually with students in the event of an emergency or catastrophic occurrence, or unforeseeable and insurmountable situation.

C. Clinical Absences
1. If a clinical absence is unavoidable, students are to notify their clinical instructor according to her/his specific directions.
2. A student who is absent in the clinical area will be unable to demonstrate competency of the assigned learning outcomes and will receive a "U" (Unsatisfactory) for all competency areas for the day on the weekly evaluation tool.
3. Three absences in the clinical area will cause the student to have an excessive number of critical outcomes with a grade of unsatisfactory in a clinical area and the student will be unsuccessful in the course.
4. The nursing faculty reserves the right to deal individually with students in the event of an emergency or catastrophic occurrence, or unforeseeable and insurmountable situation.

WITHDRAWAL POLICY
Refer to page 19 of the MCC Integrated Nursing Program Student Handbook.

If a student terminates his or her connection with the college, it is the student's responsibility to obtain the appropriate signatures on a withdrawal form. Students may withdraw from a class at their discretion with a "W" prior to the final exam. Once the final exam is given, a grade will be given for the course.
Any student withdrawing from school without following proper withdrawal procedures shall not receive a grade report or school transcript and may be denied re-entry. If the student returns with a verified excused absence, they may be readmitted and permitted to make up missed work. Failure to attend class does not constitute official withdrawal.

CHEATING POLICY
Academic Honesty
** Because nursing is a profession requiring high ethical standards, it is expected that the student will do his/her own work.
1. In the event of cheating or plagiarism, the faculty will follow the Community College Code of Conduct guidelines for sanctions against academic offenses.
2. The first offense will result in a grade of zero for the assignment or exam.
3. The second offense will result in an "E" for the course.
4. The Kentucky Community and Technical College System Student Code of Conduct may be located at: www.kctcs.edu/student/code.htm

DISRUPTIVE BEHAVIOR
Refer to page 26 of the MCC Integrated Nursing Program Student Handbook.
Disruptive behavior in the classroom or clinical setting will not be tolerated and the person will be asked to leave. This will result in an absence for that lecture or lab since attendance for the entire time is required. No children or pets will be permitted in the classroom

PROFESSIONAL CONDUCT
Refer to page 26 of the MCC Integrated Nursing Program Student Handbook.
Professional conduct is expected in all activities. Respectful, courteous, considerate, friendly collaborative and discrete behaviors characterize professional conduct. Any unprofessional behavior, breach of confidentiality or slander concerning clients or fellow students will require a conference with the nursing faculty and the coordinator. Further action may be taken depending upon the nature and magnitude of the offense, and expulsion from the nursing program may occur if warranted by the student's behavior.
Part of professional conduct is the use of appropriate conflict resolution. If you find yourself in conflict with a faculty member or peer, go to that person first and attempt to resolve the conflict. If you are unable to resolve conflict with that faculty member, the student and faculty member should then consult the Program Coordinator. If resolution is not attained then, the interested parties should seek assistance from the Division Chair, then the Dean of Academic Affairs and finally if no resolution can be attained a grievance can be filed with the President of the College. Failing to use the proper chain of command for conflict resolution demonstrates unprofessional conduct.

CHEMICAL IMPAIRMENT
If a student is believed to be impaired in the clinical setting, the student will be asked to leave and will be required to submit to a drug screening at their own expense. Return to the clinical setting will be decided in conference with faculty, clinical leaders and the program coordinator.

LATE WORK POLICY
*It is the student's responsibility to keep abreast of assignments due. The faculty will not remind the student of the work due. An unsatisfactory grade may be given to work not submitted on time.

*The student nurse must learn to follow directions. Instructions and criteria to follow will be given for all assignments. An unsatisfactory grade may be given for work not completed as specified.
All written assignments must follow the criteria provided and must be legible. Typed is preferred. Correct grammar and spelling is expected. Written work will be considered unsatisfactory if it has three or more spelling or punctuation errors; if there is a combination of five or more spelling and punctuation errors; is illegible; or if instructions are not followed. Competency in written and verbal communication must be demonstrated. If excessive unsatisfactory work is submitted, or communication or literacy competency is not exhibited, the student will be required to meet with the Nursing faculty for evaluation and intervention planning.

Written work is expected to be turned in on time. Early submission of work is encouraged. It is the faculty member's prerogative not to accept work submitted past the due date. Written work that is not submitted on time will be given a grade of unsatisfactory.

Campus lab and clinical paperwork will be due each week by 8:00 a.m. on Monday regardless of a holiday or online lecture scheduled. Assignments will be turned in via the digital drop box on Blackboard. Any assignments turned in late will not be graded and the student will be assigned a "U".

"All exams will be graded as a 0 for a NO CALL/NO SHOW DAY. "If an exam is scheduled on the day you return to class you are expected to take the exam on that day. If an exam was given on the day of your absence, it is to be made up on your FIRST day back at school or at the convenience of your instructor. FIVE POINTS will be automatically deducted from the score of any make-up exam. It is the student's responsibility to contact the instructor to schedule make-up exams. Exams will cover the same material other students were tested over, but may not be the same exam. "IF AN EXAM HAS ALREADY STARTED, THE STUDENT WILL NOT BE ALLOWED TO ENTER THE ROOM AND A MAKE-UP EXAM WILL BE

HOMEWORK HELP
A nursing tutor is Available to all nursing students. Please check with instructor of course regarding availability.

CONFERENCES
The student is required to schedule a mid-term and a final conference with his/her instructor on the dates specified by the course calendar.

STUDENT CODE OF CONDUCT
You can locate the Kentucky Community and Technical College System (KCTCS) Student Code of Conduct at http://www.kctcs.edu/student/code.htm

Refer to page 27 of the MCC Integrated Nursing Program Student Handbook

FACULTY OFFICE HOURS
The faculty office hours will be posted at the beginning of each semester. Other hours will be available by appointment.

WRITING
To satisfy the general education requirement of writing across the curriculum, "Instructors in all courses are expected to call attention to proper English usage and may penalize for errors and/or require the rewriting of papers which do not meet acceptable standards in English." (Senate Rules, Section V, 2.3.3)

KANS (Kentucky Association of Nursing Students)
Refer to page 19 of the MCC Integrated Nursing Program Student Handbook
INSTITUTIONAL CLOSING
Snow Policy/Closed Building Policy: The status of an off-campus course will be determined by the status of the public building in which the course is held. Refer to page 19 of the MCC Integrated Nursing Program Student Handbook.

DRESS CODE
Dress Code: Refer to pages 21-22 of the MCC Integrated Nursing Program Student Handbook.

The student is required to maintain a professional appearance following each agency policy and/or CDC guidelines. Good personal hygiene is expected. Hair, body and fingernails must be clean and well-groomed. Good oral hygiene must be evident. Students will follow the clinical institution’s policy and/or CDC guidelines on dress code.

While in the agency for the purpose of obtaining assignments and client information, a white lab coat must be worn over appropriate clothing and the student identification badge must be displayed. Jeans and shorts are not considered appropriate attire.

In the clinical setting, students are required to wear the Madisonville Community College Integrated Nursing top, color coordinated based on level of student, with a white undershirt and white pants. Females may wear white skirts; however excessively short skirts are not acceptable and white hose is to be worn. White socks may be worn with pants, but are not acceptable with skirts. A white collared lab coat with appropriate Madisonville Community College Integrated Nursing emblem is to be worn over the uniform when entering and leaving the clinical setting, but should not be worn while performing client care duties. Uniforms and lab coats must be clean, pressed and look professional. White leather shoes without colored designs or large logos are required.

A photo identification badge must be worn during all clinical activities. Badges are obtained through the nursing office at specified times.

Both males and females must wear a hairstyle that is off the collar and does not fall forward when the student is leaning forward performing client care. Decorative jewelry is not worn with the uniform. Small, discrete stud earrings are acceptable, as is a plain band ring. Earrings should be limited to one pair of studs, rather than hoops or dangling styles and must be worn only in the lobe of the ear. Jewelry should be kept to a minimum so that it will not interfere with the care of the client, infection control or your personal safety. Facial jewelry (including eyebrow, tongue, lip and nose piercing) and rings with stones should be removed while in the clinical setting. Only clear nail polish is allowed in the clinical setting. No artificial nails will be allowed in the clinical setting. Cologne and excessive makeup should not be worn. Chewing gum or tobacco is not permissible in the clinical setting. Tattoos regardless of location must be covered while in the clinical setting.

Cell phones and beepers are not permissible in the clinical setting.

The student should have a wrist watch with second timing capability and a stethoscope while in the clinical setting. A black pen is appropriate for documentation and paper for notations should be carried. Pen color should comply with agency guidelines. A penlight and bandage scissors are recommended.

GENERAL CAMPUS LAB POLICIES

1. Campus lab is informal and informal clothing is acceptable. Food and drink are allowed, however, the student is expected to dispose of all trash and leave the lab area neat and clean at all times.
2. One campus lab will be closed to students from 12pm-1pm during lunch.
3. Interruption of campus labs should be avoided. Arrangements should be made to get appropriate computer or lab equipment during the break between labs times. Signatures for completion of required assignments may be obtained from the clinical instructor at a later date.
4. All practice supplies will be repackaged and stored in their appropriate place prior to leaving the campus lab.
5. Individual practice time is to be scheduled with the Lab Specialist.
6. Review of video tapes may be scheduled with the Lab Specialist. All tapes are to be viewed in the campus lab.
Students will not be allowed to take tapes out of the lab and will be held responsible for their replacement if lost.

7. Specific equipment, such as B/P cuffs may be checked out with the Lab Specialist for practice at home. The student must return the equipment at the specified time. The student will be held responsible for the replacement of lost or damaged equipment.

8. Books available in the campus lab may be checked out with the Lab Specialist. The student must return books at the specified time and will be held responsible if lost or damaged.

9. The student is expected to be familiar with campus lab policies for grading and attendance in the Course Syllabus.

10. Campus lab is considered part of the clinical component of the course. Campus lab evaluations will be included in the final clinical grade.

11. The faculty reserves the right to deal individually with students in the event of emergencies or catastrophic occurrences.

**SKILLS PRACTICE**

1. Skills will be demonstrated on the ATI DVDs to be reviewed by the students prior to coming to lab. Additional demonstrations may be by videos, the clinical instructor and/or students.

2. Practice time will be provided; however scheduling of additional practice time is the responsibility of the student.

3. The student is expected to read the assigned content and study the skill procedure prior to the lab. The student will be prepared to practice the skill during the assigned lab time.

4. Students are expected to practice each skill until proficiency is attained.

5. Students will be expected to practice non-check-off skills individually. Proficiency in these skills will be evaluated in the clinical setting.

**SKILLS CHECK-OFF**

1. Students will be prepared to demonstrate proficiency in the assigned skill at the check-off time. **Refer to Campus Lab Grading regarding grading for proficiency check-offs**

2. Proficiency will be evaluated according to the Essential Skills Critical Criteria provided to student for each skill.

3. The student will be expected to:
   A. assess simple nursing situations
   B. apply knowledge of principles in nursing actions
   C. perform specific nursing skills utilizing all stated critical criteria
   D. report and/or document relevant data using accepted terminology for each skill

4. The student will demonstrate and/or verbalize the appropriate safety practices for each skill during check-off and in the clinical setting (See "Critical Criteria: Safety Practices")

5. The student will perform the skill without verbal or non-verbal cues from the instructor or from other students.

6. Successful performance of each skill will allow the student to perform the skill in the clinical setting with supervision as indicated.

7. (See Campus Lab section in the course overview for specific guidelines.)

**ESSENTIAL SKILLS CRITICAL CRITERIA**

In addition to the critical criteria identified for each skill, the following will be used in the evaluation of the student's performance:

**General Principles**

1. Body substance isolation precautions must be utilized and appropriate asepsis must be maintained.
2. Correct supplies/equipment must be assembled and organized.
3. The nursing process must be used.
4. Client instruction must be provided.
5. The client must not be placed in physical jeopardy.
6. The client must not be placed in emotional jeopardy.
7. Pertinent information must be reported and/or documented.
Safety Practices
2. Washes hands before and after performing any client care or gathering supplies.
3. Assembles appropriate equipment or supplies.
4. Identifies client and assesses overall condition.
5. Explains procedure to client.
6. Elevates bed to appropriate working level.
8. Lowers bed, raises side rails and places call system within reach as appropriate.
9. Reassesses any abnormal reading and if still abnormal, reports and records immediately.

The student is expected to utilize safety practices and provision for privacy when performing all essential skills. Documentation for all skills must include date, time, signature and other appropriate data. Any action or inaction on the part of the student which jeopardizes the emotional or physical well being of the client will result in an unsatisfactory grade for the skill.

SCORING STANDARDS FOR SKILLS CHECK-OFFS
Students must earn a rating of 3 or greater on each criterion in order to earn credit for this assessment. **Stars beside each item will denote the critical criterion. A minimum passing score will be included with each skill.**

RATING SCALE FOR SKILLS CHECK-OFFS
1 = Fails to perform skill adequately or does not attempt to perform skill.
2 = Attempts to perform the skill, but makes one or more critical mistakes and/or multiple minor mistakes that go unrecognized. Explanation is inaccurate or does not occur. Fails to provide adequate answers to questions or reveals critical misunderstanding.
3 = Performs adequately, with no more than one minor prompt, and without critical mistakes. May fail to recognize minor mistakes. Explains what and how, but fails to explain why. Answers to questions about the process may reveal minor misunderstandings.
4 = Performs confidently with only minor hesitation, without prompting, and with no critical mistakes. Recognizes and corrects minor mistakes in safe and appropriate manner if they occur. Explains what and how, but may need prompting to explain why. Answers questions about the process accurately revealing no significant misunderstandings.
5 = Performs confidently, without prompting, and without mistakes. Clearly explains what, why, how, and any precautions. Answers questions about the process accurately and insightfully.
Course Overview Acknowledgement

MADISONVILLE COMMUNITY COLLEGE INTEGRATED NURSING PROGRAM

FUNDAMENTALS OF NURSING - NIP 115

I hereby acknowledge that I have read the Course Overview for NIP 115 and agree to periodically review the overview during the course of the semester.

I understand the contents of the Course Overview, have had an opportunity to ask questions and agree to abide by the policies and guidelines therein.

________________________________________
Signature

________________________________________
Date

*This acknowledgement will be placed in the student's file.