

**CASPER COLLEGE COURSE SYLLABUS  
NRST 1615 Nursing Process I**

**Semester/Year: Fall 2015**

**Lecture Hours: 6                      Lab Hours: 4                      Credit Hours: 10**

**Class Time: 0800 to 1050      Days: Monday &                      Room: HS 111**  
Wednesday

**Instructor’s Name:** Marianne Madariaga, MSN, RN & Kelly Politte, MS, RN, CNE

**Instructors’ Information:      Office Phone:**                      **Email:** Please contact instructors via Moodle if at all possible.  
Marianne in HS 209                      Marianne: 268-2485                      [mmadariaga@caspercollege.edu](mailto:mmadariaga@caspercollege.edu)

Kelly in HS 205                      Kelly: 268-2279                      [kpoltite@caspercollege.edu](mailto:kpoltite@caspercollege.edu)

**Office Hours: As posted on door schedule**

<b>Lab/Practicum Days:</b>	<b>Lab/Practicum Time:</b>	<b>Lab Rooms:</b>
<b>Monday:</b>	<b>1 pm – 5 pm &amp; TBA</b>	<b>HS 217, HS 221, HS 224, HS 111 &amp; TBA.</b>
<b>Tuesday:</b>	<b>7 am – 1 pm &amp; TBA (lab) 7 am-1 pm (clinical site)</b>	<b>Clinical Sites: TBA</b>

**Semester 1 Clinical Coordinator:** Marianne Madariaga, MSN, BSN, RN, HS 209, 268-2485  
**ATI Coordinator:** Heather Huber, MSN, RN, CNE, DON, HS 104, 268-2717

**Clinical Laboratory Facilitator:** Marge Christiansen, MSN,RN, CEN, HS 228, 268-2252

**Clinical Laboratory Faculty:**

Mary Jo Daniels, MSN, RN HS 215      268-2084	Marianne Madariaga, MSN, RN HS 209      268-2485
Darlene Pisani, MS, RN HS 107      268-2420	Nubia Arana, MSN, BSW, RN HS 106      268-2282

**Nursing Work Studies:** TBA

**Course Description:** Designed to acquaint the student with the concepts of person, health, environment, and nursing. The holistic nature of the person is explored in states of health and illness with special consideration of nutritional status. The role of the nurse is introduced. Interpersonal and technical skills and the nursing process are emphasized as a means of assisting persons to adapt to stressors in the environment. Guided learning experiences in the laboratory are correlated with classroom instruction. As progress is made in the course, the focus is on the role of the nurse in assisting the person across the lifespan to attain optimal health within the environment. Emphasis is placed upon use of the nursing process and basic management of persons experiencing alterations in the gastrointestinal system, genitourinary system, musculoskeletal system, endocrine system, immune system, and mental health. Guided learning

experiences in various community facilities are correlated with classroom and laboratory instruction.

**Statement of Prerequisites:** Admission to the nursing program.

**Concurrent enrollment:** NRST 1605.

**Goal:** To assist nursing students to begin to develop the skills and abilities needed to provide holistic nursing care.

**Casper College General Education Outcomes (CCGEO):**

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

**Course Outcomes:** At the successful completion of this course the student will be able to:

1. Function responsibly within the limitations of the beginning ADN student role in the laboratory and clinical setting. (CCGEO 1, 7)
2. Describe and implement the concept of person, based on the PPSDS dimensions along the health-illness continuum. (CCGEO 4, 5, 7)
3. Describe and recognize the concept of environmental stressors and how the person adapts to internal and external forces. (CCGEO 1, 2, 4, 5, 7)
4. Identify and utilize the steps of the nursing process under the direction of the instructor. (CCGEO 1, 2, 3, 4, 5, 6, 7, 8)
5. Safely perform technical skills in the campus laboratory. (CCGEO 1, 2, 3, 4, 6, 8)
6. Describe and practice the concepts of basic communication techniques. (CCGEO 1, 3, 4, 5)

**Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.**

**Methodology:**

- Interactive content reinforcement (ICR)
- Embedded lecture
- Multimedia instruction
- Handouts
- Clinical practicum
- Simulation
- Active participation with Turning Point clickers
- Critical thinking exercises
- ATI: pharmacology made easy, learning systems, practice tests, remediation, and proctored tests
- Note-taking

**Units of Instruction:** Please see NRST 1615 calendar for additional information.

Units of Instruction for Theory:

- A. Nursing Process
- B. Teaching and Learning
- C. Communication
- D. Health Continuum
- E. Growth and Development
- F. Holism and Spirituality
- G. Culture
- H. Nutrition
- I. Rest and Sleep
- J. Comfort and Pain
- K. Mental Health
- L. Nursing Management of Respiratory Conditions
- M. Nursing Management of Cardiovascular Conditions
- N. Nursing Management of Skin Conditions
- O. Nursing Management of Ear/Eye Conditions
- P. Nursing Management of Neurologic Conditions

**Online Tutoring:**

SMARTHINKING is an online tutoring opportunity that is accessible from the Moodle homepage. Nursing "e-structors" are available for live tutoring during specified times, or a student can make a scheduled time to meet with an e-structor. We encourage any student who may require additional learning assistance to utilize this resource as needed for classroom or clinical inquires.

**Evaluation Criteria**

**A. Lecture:** The final letter grade will be calculated as follows:

Test Description	Points Per Item	Points	Lab/Practicum
Theory Tests (8)	100	800	S/U
Math Quiz (11) Lowest score will be dropped.	10	100	
Math Comprehensive Exam	10	10	
Projects (1)	30	30	
Nurse Logic (4-practice & 4 tests)	5	20	
Learning Systems: 30 questions	1	30	
Practice tests with remediation (1)	10	10	
Comprehensive Final Exam (1)	200	200	
<b>Total Points Possible</b>		1200	

- a. A total of eight unit tests will be given as well as a project and the final exam. Six sets of journal entries for Fundamentals learning systems, one practice test, and one proctored test will be completed using ATI. Pop quizzes can be expected.

- b. Test Dates: Refer to class calendar
- c. Testing: Student will be required to take all tests in designated areas on the assigned dates only. Tests may be reviewed for two weeks once grades are released.
- d. Make-up Test Policy: No make-up tests will be offered. Points for a missed unit test will be added to the value of the final exam. It is strongly recommended that any missed test be reviewed with the instructor before the next exam.
- e. Tests will be given in Moodle. Test questions are scrambled and answers are scrambled within the questions.
- f. Seventy-five minutes will be allowed for each unit test followed by collaborative testing with random groupings.
- g. One hundred and fifty minutes will be allowed for the final exam. There is no collaborative testing on the final exam.
- h. Points for collaborative testing will only be awarded to the student who has passed the unit test with a 75 or greater. Collaborative groups who earn a 91 or greater will earn 3 extra points; 83 or greater earns 2 extra points; and 75 or greater earns one extra point.
- i. Only those individuals that do not pass the class will be able to review the final.

Grading Scale:

Letter Grade	Unit Tests	Final Exam	Final Course Points
A	91-100	182-200	1092-1200
B	83-90	166-181	996-1091
C	75-82	150-165	900-995
D	70-74	140-149	840-899
F	0-69	0-139	0-839

**B. Practicum:** The final lab/practicum grade of satisfactory (“S”) or unsatisfactory (“U”) is based on the course outcomes. A student must satisfactorily pass the lab/practicum portion to earn a passing grade in the class.

- a. Students must attain a satisfactory lab/practicum grade as well as 900 points or greater in theory in order to pass the course.
- b. Students will be required to satisfactorily provide return demonstrations of the following skills according to accepted procedures:
  - Physical Assessment
  - Nasogastric Tube Insertion, Feeding and/or Suction, & Removal
  - Medication Administration: Oral, Topical, & Parenteral
  - Tracheostomy Suctioning
  - Dressing Change and Discontinuing an INT
  - Foley Catheterization
  - Other Skills TBA
- c. These checkout skills must be completed by the due dates listed on your calendar and are by appointment only. If the skill checkout is not completed by the

scheduled deadline, the student may receive an unsatisfactory (“U”) for the clinical week.

- d. A student who does not demonstrate satisfactory performance of a master skill will earn an unsatisfactory grade for the skill, and will be required to remediate the skill with another instructor. The students must then make a second appointment to check out on that skill.
- e. An unsatisfactory performance on skill checkouts will earn a “needs improvement” (NI) on the clinical evaluation form for that week. Subsequent unsatisfactory performances on skills checkouts will earn an “unsatisfactory” (U) on the clinical evaluation tool for that week.
- f. A student earning two unsatisfactory grades for clinical performance and/or clinically related assignments will automatically be reviewed by the course instructors. The review will be based upon the performance of the course outcomes. As a result of any presentation, the student will receive one of the following three options:
  - 1. No recommendations – continuance in the course
  - 2. Placed on probation with specific recommendations
  - 3. Receive a clinical failure – unable to continue in course or program
- g. Probations may be continued from Semester to Semester.
- h. **PLEASE NOTE:** Due to the critical nature of some aspects of nursing care, **ONE** unsatisfactory rating may necessitate faculty review of the student’s continuation in the program.

**Required Text, Readings, and Materials:**

- Adams, M. P., Holland, L. N., & Urban, C. Q. (2014). *Pharmacology for nurses: A pathophysiologic approach* (4<sup>th</sup> ed.). Boston, MA: Pearson.
- Burman, A., Snyder, S. (2015). *Kozier & Erb’s Fundamentals of nursing: Concepts, process, and practice* (9<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Curren, A. M. (2015). *Math for meds: Dosages & solutions* (11<sup>th</sup> ed.). Clifton Park, New York: Delmar Cengage Learning.
- Ladwig, G. B. & Ackley, B. J. (2013). *Mosby’s guide to nursing diagnosis* (4<sup>th</sup> ed.). Maryland Heights, Missouri: Mosby.
- LeMone, P., Burke, K., Bauldoff, G. (2011). *Medical-surgical nursing: Critical thinking in patient care* (5<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.
- London, M. L., Ladewig, P. W., Ball, J. W., Bindler, R. C., & Cowen, K. J. (2014). *Maternal & child nursing care* (4<sup>th</sup> ed.). New York: Pearson.
- Myers, E. (2010). *RNotes: Nurse’s clinical pocket guide* (3<sup>rd</sup> ed.). Philadelphia: F.A. Davis Company.

Tucker, S. B. & Dauffenbach, V. (2011). *Nutrition and diet therapy for nurses*. Upper Saddle River, New Jersey: Pearson.

Varcarolis, E. M. & Halter, M. J. (2013). *Foundations of psychiatric mental health nursing: A clinical approach* (7<sup>th</sup> ed.). St. Louis: Saunders/Elsevier.

Wilson, B. A., Shannon, M. T., & Shields, K. M. (2014). *Nurse's drug guide*. Upper Saddle River, New Jersey: Pearson.

Turning Point RF "Clicker"

**One of the following Laboratory and Diagnostic Test Reference Books.**

Kee, J. L. (2013). *Laboratory and diagnostic tests with nursing implications*. Upper Saddle River, New Jersey: Pearson.

Vanleeuwen, A.M., Poelhuis-Leth, D., Bladh, M.L. (2013). *Davis's comprehensive handbook of laboratory diagnostic test with nursing implications* (5<sup>th</sup> ed.). Philadelphia: FA Davis Company.

Pagana, K.D., Pagana, T.J. (2013). *Mosby's diagnostic and laboratory test reference* (11<sup>th</sup> ed.). St. Louis: Mosby/Elsevier.

**Recommended Textbooks:**

Venes, C. (Ed.) (2013), *Taber's cyclopedic medical dictionary, 22nd ed.* Philadelphia: F.A. Davis Company

**Or** Any current medical dictionary.

**Optional Books:**

APA Pocket Handbook (2007)

Burman, A., Snyder, S. (2012). Study guide to *Kozier & Erb's fundamentals of nursing*: (9<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.

LeMone, P., Burke, K., Bauldoff, G. (2012) Study guide to medical-surgical nursing (5<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.

## Class Policies & Requirements:

**Withdrawal Policy:** Once a student has been admitted to the Casper College Nursing Program, withdrawal from one course that impacts progression for the next semester constitutes withdrawal from the Nursing Program; and the student must withdraw from all courses that are strictly co-requisite in which s/he is enrolled for that semester with no option to audit NRST courses.

### I. **Theory:**

- a. **Attendance:** Students are expected to attend all classes for which they are registered and are accountable for all class work during an absence. A retention alert will be filed if a student misses more than two full class periods.
- b. **Participation:** Oral participation indicating preparation on selected topics is required.
- c. **Multimedia:** Reviewing multimedia materials as outlined in the units is required.
- d. **Handouts:** Copies of the PowerPoint presentations and unit specific handouts will be available at the beginning of each unit at the front of the lecture hall at the teaching station.
- e. **Conduct:** There is an expectation that students will conduct themselves in a civil and respectful manner during class sessions and in individual interactions with their instructors and/or peers.
- f. **Cell Phone Use:** If cell phone use, including text messaging, becomes problematic in the classroom, all students will be required to power off their cell phones and deposit them in a box prior to each class session. The faculty recommends not bringing said devices to class.
- g. Some class times will be for “interactive content reinforcement” (ICR), unit tests, and test reviews. See course calendar for schedule of quizzes, tests, ICRs, material to be covered on Moodle and ATI, lab and clinical practicum, simulations and seminars.
- h. **Preparation for ICR is required.** This means each student needs to study the content prior to class. Studying should include reading the material, listening to the online lectures, and completing the specified ATI modules and Learning Systems RN.
- i. Students can expect to spend an average of 3 hours doing homework for every hour spent in class. This equals approximately 18 hours of time spent doing work at home for this course alone every week. Students are advised to schedule preparation hours in the same way that class time and work is scheduled to ensure adequate time is available for content preparation and review.
- j. **Moodle site** has embedded PowerPoint lectures, material to augment lectures, links available for discussion, email and announcements. Please plan ahead and use campus resources, including the MMC and Digital Learning Center (DLC) for technical support if you encounter technological difficulties. Announcements will be made on Moodle. Students are responsible for reading and keeping up with announcements and emails. Students are advised to check the site for emails and announcements on a daily basis, as this is a primary means of communicating information pertinent to the classroom and clinical learning environment. Again, students are accountable for information shared via the course website.
- k. **ATI Integration**
  1. **Nurse Logic-** 4 practice tests and 4 test completed.
  2. **Learning Systems Journaling-** See calendar for specific due dates of required Learning Systems (LS).
    - I. The LS that will be completed in NRST 1615 include:

- I. Fundamentals 1-15 questions
- II. Fundamentals 2-15 questions
- II. Journaling of items 1-4 below should be completed while reading and processing the question prior to answering it. Journaling of item 5 is done after the answer is selected. Printing of ATI's questions with *their* rationales will **NOT** be accepted as journaling and will not earn points. You may word process your journaling as you go along or write it. If you word process it, we would recommend submitting it in a ring notebook or some type of binder. If you write it, we would recommend a spiral bound notebook.
- III. As you are journaling spend no more that 1-2 minutes for each question. Keep in mind the goal behind this learning activity is to gain better awareness of the process for answering questions.
- IV. Turn in LS journaling to class on or before each due date. These journals are for personal learning. Questions and rationale will not be graded individually, but will be assessed for completion. If a student misses a class meeting, they will be required to bring their up-to-date journal with as many LS questions completed as listed in calendar to the next class.

### Learning Activity for Learning Systems RN

Practice for Proficiency: Think Like A Nurse – for each question in the Learning System Tutorial briefly document in your journal your approach to each question as learned in Nurse Logic 2.0 Testing and Remediation Module:

1. What is this question asking me? What are the key terms, person of focus, setting?
2. Is the question positive worded, negative worded, or priority?
3. What do I need to know to answer this question? (content) This is a learning activity, if you do not know what you need to know to answer this question, look it up. Did you use a resource to answer this question?
4. Provide rational for each choice eliminated or selected. Document the use of the nursing concepts, critical thinking, and/or priority setting framework.
5. Post reflection: click on the Hint button to evaluate your critical reading of the stem. Then click on each puzzle piece to self-evaluate your rationale for eliminating and selecting choices. Finally consider: What did I know? What did I learn?

3. **Practice Assessment and Remediation**---See calendar for specific Practice Assessments, remediation and due dates.
4. **Proctored ATI Assessment:** See calendar for specific dates for the Proctored Assessment for Fundamentals of Nursing
  - I. Practice Tests will be open prior to the proctored assessment.
  - II. Remediation templates must be done once the practice test has been completed.
  - III. In order to be eligible to take the proctored Fundamental Assessment and earn the extra points, the student must have completed and turned in all remediation templates associated with the practice tests. If the proctored assessment is taken without having turned in the appropriate remediation templates, no extra points will be granted.



IV. Refer to the Nursing Student Handbook for the policy regarding ATI—Comprehensive Assessment and Review Program (CARP).

5. **Practice Remediation Templates Required:** Use the score from your practice test to determine how many remediation templates you must complete.

- I. 91-100%: 2 Remediation Templates
- II. 83-90%: 4 Remediation Templates
- III. 75-82%: 6 Remediation Templates
- IV. 70-74%: 8 Remediation Templates
- V. <70%: 10 Remediation Templates

II. **Practicum:** Please be advised that participation in this course may require human contact with clients, peers, and/or faculty.

a. **Campus Lab Experience:**

- 1. This course's laboratory experience is dedicated to the art and science of nursing.
- 2. Students are expected to complete assigned readings and activities **prior to all** labs. Students will be required to leave lab if deemed unprepared. Students should come to class prepared with a list of questions for clarification prior to all campus lab experiences.
- 3. Successfully learning skills requires practice and repetition. Having a partner with which to practice may help facilitate that learning.
- 4. The campus lab will be open Monday-Friday 8 am to 5 pm with the exception of scheduled clinical times and holidays. Additionally, the lab will be open Monday from 5 to 10 pm, Wednesday from 5 to 10 pm, Thursday from 1-4 pm and on Sunday from 12 to 5 pm.
- 5. Please note: While no stand-alone clinical lab tests will be given this semester, the content you are learning will be tested in this semester and in subsequent semesters on lecture tests.

b. **Practicum in Clinical Setting:**

- 1. **Attendance:** Refer to Nursing Student Handbook. No clinical makeup labs or practicum are offered.
- 2. **Orientation to practicum units:** Specific written orientations for each assigned clinical area will be provided. Students are expected to read and prepare prior to arriving on a new unit. Preparation may include videos and/or reading assignments, and utilizing the campus lab to practice skills that were learned in NRST 1615 Campus Practicum. Plan to take your unit orientation with you each week.
- 3. **Concept Maps:** A complete and thorough concept map is an essential component of the clinical experience. It is one way in which the clinical instructor can ascertain the student's ability to apply theory to practice. Written work must be legible. The student will develop individualized, specific nursing interventions for one client. Specific expectations for the concept map related to each clinical setting will be provided by the clinical instructor.
- 4. **Client Profile:** Client profiles will be completed as determined by the clinical instructor.

5. **Practicum skills:** A “Re-certification of Nursing Skills” document will be given to a student who does not satisfactorily perform skills. After review and practice of the listed skill(s), the student must be evaluated by the skills lab facilitator for verification that the student is able to satisfactorily perform the designated skill(s) prior to returning to the scheduled clinical experience.
  6. **Online evaluation for instructor and clinical rotation site:** Must be completed the last week of each rotation by the deadline. If the student does not complete the evaluation on time, the instructor will be notified; “Role” will be affected due to incomplete paperwork, and 15 minutes of absent time will accrue. If difficulties are experienced please contact Digital Learning Center.
  7. **Confidentiality:** Students are responsible for client and family confidentiality in every clinical setting.
  8. **Proof of Skills:** Per JCAHO standards, student nurses must be able to present proof of skills competencies when in the clinical setting. Please carry your skills checklist in your clinical portfolios.
  9. **\*\*\*\*Cell Phone Use:** While in clinical settings, students must adhere to the agency policy for cell phone use. During campus lab only, students may keep their cell phones with them; provided the device is set on vibrate. Please do not put it on the metal table in the lab classroom. No one should hear it vibrate.
- c. **Written Assignments:** [Expectation: ALL assignments will be on time.]
1. **ALL** components of assignments must be submitted to the appropriate instructor, **in a pocket folder**, no later than the designated time.
  2. Written work is due no later than **0800 on Wednesday**.
  3. Folders should be placed under the door of your clinical instructor, or per instructor’s direction.
  4. Students must turn in all previously graded written lab assignments with the current written assignment.
  5. If untoward circumstances occur, one late assignment will be permitted. Notify the appropriate instructor of the late assignment. This assignment must be handed in within one week of the original due date or an unsatisfactory (“U”) will be earned for the clinical week.
  6. All subsequent late assignments will earn an automatic “U” for the clinical week.
  7. Assignments will be critiqued and returned prior to the next clinical week. Graded assignments will be placed in the Academic Assistant’s office in your instructor’s “Graded” box.
  8. All assignments and clinical evaluations must be picked up prior to returning for the subsequent clinical week.
  9. If a written assignment is of poor quality it may earn an unsatisfactory. Problematic trends in clinical behaviors and student’s abilities to meet course outcomes will be monitored across the semesters, and within the given level.

**Campus Policies:**

**Last Date to Change to Audit Status or to Withdraw with a W Grade:** Thursday, April 16, 2015.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

**Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

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