

CASPER COLLEGE COURSE SYLLABUS
School of Health Science
H.E. Stuckenhoff Department of Nursing
NRST 2635 Nursing Process III

Chapter 1: Course Logistics

Semester/Year: Fall 2015

Theory Hours: 4

Practicum Hours: 15

Credit Hours: 9

Theory Days/Times: Online and Tuesdays 0800-0915 and Thursdays 0800-1015 see calendar for details.

Room: Online and HS 111 and HS 224

Practicum Days/Time: Tuesdays 1200-1800 and Wednesdays 0600-1300 and/or TBA

Theory Instructors and Contact Information:

Lori Fichman, MSN, RN, CNE HS 222, 268- 2241 lfichman@caspercollege.edu

Mindy Walden, MSN, RN-BC, HS 204 268-2238 mwalden@caspercollege.edu

Practicum Instructors and Contact Information:

Gail Gallagher, MS, RN, HS 216, 268-2668 ggallagher@caspercollege.edu

Nick Hopkins, MSN, RN, HS 107, 268-2420 nicholashopkins@caspercollege.edu

Tracy Suhr, MSN, RNC, HS 103, 268-2413 tsuhr@caspercollege.edu

Mindy Walden as above

Coordinators:

Clinical Coordinator: Tracy Suhr as above

ATI Coordinator: Heather Huber, MS, RN, CNE HS 104, 268- 2717, hhuber@caspercollege.edu

Lab Coordinator: Marge Christiansen, MSN, RN, CEN HS 228, 268-2252 mchristiansen@caspercollege.edu

Lab Facilitators:

Marianne Madariaga, MSN, RN, HS 209, 268-2485 mmadariaga@caspercollege.edu

Patti Legler, MSN, RN-C, CHSE HS 207, 268-2277 plegler@caspercollege.edu

MaryJo Daniels, MSN, RN, HS 215, 268-2084 maryjodaniels@caspercollege.edu

Darlene Pisani, MSN, RN, HS 107, 268-2420 dpisani@caspercollege.edu

Office Hours: Refer to individual instructor's door schedule.

Chapter 2: Course Information

Course Description: 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 advanced management of persons experiencing alterations in fluid and electrolytes, the neurosensory, respiratory, integumentary, and cardiovascular systems. Guided learning experiences in various community facilities are correlated with classroom and laboratory instruction.

Statement of Prerequisites: NRST 1625, NRST 1630, ZOO 2020/2110.

Concurrent Enrollment: MOLB 2210 if not taken previously.

Disclaimer: Please be advised that participation in this course may require physical contact with clients, peers, and/or faculty.

Casper College General Education Outcomes:

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 (Casper College General Education Outcomes Addressed): Following successful completion of this course, the student will be able to:

1. Perform with beginning independence in the Associate Degree Nurse (ADN) student role for selected clients. (8)
2. Prioritize nursing care based on recognition of the person's physiological, psychological, sociocultural, developmental, and spiritual dimensions along the health-illness continuum. (2,3,4,6)
3. Intervene at the ADN level for stressors within the internal and external environment that affect the person's health status. (2,3,4)
4. Prioritize nursing care utilizing the nursing process for persons experiencing commonly recurring health problems.(2,3,4)
5. Implement increasingly complex nursing skills in a safe and therapeutic manner.
6. Independently utilize effective communication skills in the care of clients. (4)

Course Objectives: See Objective Outline

Units of Instruction:

- Nursing Management of Fluid and Electrolytes
- Nursing Management of the Neurosensory System

- Nursing Management of the Respiratory System
- Nursing Management of the Cardiovascular System
- Nursing Management of the Integumentary System
- Nursing Management of the Gastrointestinal System
- Nursing Management of the Renal System

Methodology:

- Embedded PowerPoint (PPT) lecture
- Clinical lab and practicum
- Interactive content reinforcement (ICR)
- Critical thinking exercises
- Handouts
- Multimedia instruction
- Simulation
- Demonstrations, return demonstrations and skills checkout
- ATI: pharm made easy, learning systems, practice tests, remediation, proctored tests

Note: With regard to methodology, your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Online Tutoring: Smarthinking is an online tutoring opportunity that can be accessed in the upper right corner of your 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 inquiries.

Chapter 3: Theory Class

Evaluation Criteria: Enrollment in a nursing course includes both theory and practicum.

A. Classroom

1. See the course calendar for the schedule of quizzes, tests, ICRs, ATI activities, material to be covered on Moodle, clinical, and seminars.
2. The Moodle site has embedded PPTs, material to augment embedded PPTS, links available for discussion, email and announcements. Please plan ahead and use campus resources to include Multimedia Center (MMC), Digital Learning Center technical support, etc. if you encounter technological difficulties.
3. If you have questions regarding the embedded PowerPoint lectures, please post them to the specific unit’s “lecture questions” area of the Moodle site. Remember, if you have personal questions or comments, contact the instructors through the Moodle Class Communication (MCC) email as all students will see questions posted in the forum area.
4. 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 prep work as provided. Students can expect to spend an average of 3-4 hours doing homework for every hour spent in class. 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.

5. Please note that drinks with secured lids will be allowed in the classroom except during quizzes and tests. No children are allowed in class.
6. 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 recommend not bringing said devices to class.

B. Evaluation of Theory

1. A total of five math quizzes, five unit tests and a comprehensive final examination will be given. Four practice tests with remediation and two proctored exams will be completed using ATI. Prep-work and pop quizzes can be expected.
2. Twenty-five minutes will be allowed for each math quiz. There is no collaborative testing on the math quizzes. Medication math problems will be incorporated in unit tests.
3. Seventy-five minutes will be allowed for each unit test followed by 20 minutes for collaborative testing with random grouping.
4. One hundred fifty minutes will be allowed for the final exam. There is no collaborative testing on the final exam.
5. Testing accommodations must be documented with our Accommodative Services Counselor at 268-2557 (GW 342) prior to the first test and the course instructors must receive documentation of needed accommodation. If the student was accommodated in previous semesters, the accommodation must be renewed for this semester.
6. All unit tests will be given on Thursdays in order to have sufficient class time for testing. The instructors will try to have results posted on Moodle by Monday.

Chapter 4: Grading

Grading Policies

- A. Students may not take the final exam until property belonging to the college or other agencies (i.e. facility badges) has been returned to the Department of Nursing, all Formative and Summative Evaluations have been signed and the evaluation for this course has been submitted in Eval Kit.

B. Final Course Grade

Theory	Clinical
I. Math Quizzes (5) = 10 points each totaling 50 points	S/U
II. Unit Tests (5) = 100 points each totaling 500 points	
III. ATI Practice Tests with remediation (4) = 3 points each totaling 12 points	
IV. Discretionary points = 63 points (Student must be in class to earn these points. Can't show up, turn in assignment or take quiz and then leave.)	
V. Comprehensive Final Exam = 200 points*	

*Note that points on final exam will vary if the student has missed any unit exams. Refer to “Grading Policies”, item E.

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

C. Example of how to figure your course grade:

1. Add all the math quiz scores:

Example:		Your math quizzes:	
Quiz #1	9	Quiz #1	
Quiz #2	7	Quiz #2	
Quiz #3	8	Quiz #3	
Quiz #4	9	Quiz #4	
Quiz#5	9	Quiz #5	
Total	42	Total	

2. Add all the unit test scores:

Example:		Your tests:	
Test #1	78	Test #1	
Test #2	85	Test #2	
Test #3	80	Test #3	
Test #4	91	Test #4	
Test #5	87	Test #5	
Total	421	Total	

3. Add points earned from ATI and Discretionary:

Example	28	ATI	
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4. Subtract the sum of your totals from the lowest course points you want. For example, if our “example” student wanted a “B” in the course:
 $685 - 491 = 194$
5. Now divide your total by 2 to determine the number of questions you must get correct on the final exam in order to earn a “B” for the course.
 $194/2 = 82$ (Remember that final exam points will differ if any unit exams were missed.)
6. So, in order to earn a “B” for the course this example student could miss 17 questions on the final exam.

D. Point Ranges:

Course grade	
point ranges:	
A	751-825
B	685-750
C	619-684
D	578-618
F	0-577

Unit test	
point ranges:	
A	91-100
B	83-90
C	75-82
D	70-74
F	0-69

Final exam	
point ranges: *	
A	182-200
B	166-181
C	150-165
D	140-149
F	0-139

*Final exam point ranges will vary if a student has missed any unit exams.

- E. No make-up tests will be offered either before or after any unit test. 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 for up to two weeks following the exam.
- F. If a student receives less than 75 points on any unit test, it is strongly recommended the student review that test with the instructor during the two week time period.
- G. A student unable to take a test on the assigned date will not benefit from collaborative testing. Collaborative points will only be awarded to a student who has earned 75 points or more on the unit test.
- H. No make-up of math quizzes will be offered either before or after any math quiz. If missed, those points are forfeited. It is strongly recommended that any missed math quiz be reviewed with the instructor for up to two weeks following that quiz.
- I. Tests and math quizzes may be reviewed by appointment with the instructor for two weeks after the grades have been posted.
- J. All assignments must be handed in on the date due in order to receive credit.

Chapter 5: ATI

- A. **ATI Practice Tests and Remediation -----** The body system ATI Practice tests and remediation due dates are the same as unit test dates (see course calendar). These items must be turned in by the end of collaborative testing. Remediation is based on the first attempt of the practice test. The Pharmacology and Med-Surg practice test B results with remediation must be submitted prior to the student taking the proctored Pharmacology and Med-Surg tests. Again, remediation is base on the first attempt of the practice test. All Practice Tests will have a 72 hour lockout, which means you will have to wait 72 hours between attempts.

Remediation Template Requirements for Practice Tests

91-100	0 templates
83-90	2 templates
75-82	4 templates
70-74	6 templates
≤ 69	8 templates

- B. **Proctored Pharmacology and Medical Surgical ATI Exams---** See calendar for specific dates these Proctored Exams open and close. Extra points may be earned through the ATI incentive. Refer to the Nursing Student Handbook for the policy regarding ATI—Comprehensive Assessment and Review Program (CARP).
- C. **Learning Systems Journaling---**recommended.

Chapter 6: Laboratory

Laboratory Practicum (Clinical Laboratory)

- A. Outcomes
Course outcomes will be the criteria upon which the student is evaluated in clinical settings.
- B. On Campus Laboratory Practicum
Remediation of skills after checkouts if unsuccessful: Skills remediation for checkouts must have a minimum waiting period of 24 hours, but must be completed prior to the next clinical week.
- C. Orientations to clinical units
1. Written orientation information is provided in each assigned clinical area. Plan to take your unit orientation packet with you to the clinical site each week. The Clinical Portfolio must also be with you at clinicals every week.
 2. Students need to read and prepare as instructed the week before arriving on a new unit. Preparation may include videos, reading assignments, and/or lab practice.
 3. New IV skills will be taught this semester. To be competent in the check-out of these skills and to retain this knowledge for integration into clinical practice, it is essential they be practiced repeatedly in the lab. Students are also responsible for reviewing skills learned in Semester 1 and 2, so they are prepared to perform them in clinical. When returning to Wyoming Medical Center (WMC) after being in other agencies, it is the student's responsibility to return to the lab to refresh on IV pumps, IV meds and any other skills that may not have been used recently. If a student does not satisfactorily perform skills, "Recertification of Nursing Skills" may be required by the clinical instructor. The student must be evaluated by the clinical lab facilitator or an instructor for verification that the student is able to satisfactorily perform the designated skill(s) prior to returning to the scheduled clinical rotation.

4. Per The Joint Commission standards, student nurses must be able to present proof of skills competencies when in the clinical setting. Students must keep their Semester 1, 2 and 3 skills checklists in their Clinical Portfolio.
 5. Dress Code: Please refer to the dress code policy in the Nursing Student Handbook.
 6. Cell Phone Use During Clinical
 - a) While in clinical settings, students must adhere to the agency policy for cell phone use. The faculty member will address this in each individual clinical setting.
 - b) During campus lab only, students may keep their cell phones with them, provided the device is set on vibrate mode.
- D. Attendance
1. Refer to the Nursing Student Handbook.
 2. Time spent at the clinical site without the instructor present requires instructor pre-approval. Under no circumstances will a student administer patient care outside of clinical hours (observation and research only).
- E. Written Assignments
1. The purpose of the written clinical assignment is to assist the student to:
 - a. use the nursing process
 - b. use critical thinking
 - c. increase application of physiological, psychological, sociocultural, developmental and spiritual principles.
 2. Nursing Concept Map (NCM)
 - a. A complete and thorough NCM is an essential component of clinical experiences. It is one of the ways in which the clinical instructor can ascertain the student's ability to apply theory to practice.
 - b. The student will develop one individualized, client specific NCM to be presented orally on each clinical rotation. Review the Oral Concept Map Grading Criteria sheet for expectations. Any specific expectations for the NCM related to each clinical setting will be provided by the clinical instructor.
 - c. Other various assignments, such as for enrichment experiences, may be required by the clinical instructor. Further information on these assignments will be given during orientation. Any clinical assignments are to be completed and submitted to the appropriate clinical instructor by **1700** on **Thursday** of each week, unless otherwise specified by individual instructors. All written assignments are to be submitted in the clinical portfolio.
 3. If an assignment is turned in late or incomplete, an unsatisfactory ("U") will be earned under "role" on the weekly evaluation.

- F. Online evaluations for clinical facility and faculty
1. At the conclusion of each rotation, it is the student's responsibility to complete the evaluations online using Moodle. Evaluations will be available immediately following the last day of the current clinical rotation until Thursday at 1700. Students will be excused from the clinical site 15 minutes early on the last Wednesday of the rotation for evaluation purposes.
 2. If a student does not complete the evaluation on time, the instructor will be notified. "Role" will be affected due to incomplete paperwork and 15 minutes absence time will accrue. If difficulties are experienced accessing the evaluations in Moodle, contact the Academic Assistant at 268-2235
- G. A rating of Satisfactory (S) or Unsatisfactory (U) will be based upon the following:
1. Preparedness: Any student who is not adequately prepared will not be permitted to remain in practicum and will earn an unsatisfactory rating for that clinical day.
 2. Practicum performance: Nursing procedures and skills must be performed safely. Reporting and recording pertinent data must be completed prior to the end of each clinical day. A safe environment must be maintained at all times.
 3. Nursing Concept Map and written assignments: Written work must be legible and presented or submitted as specified for each rotation. The NCM will be evaluated according to the Oral Concept Map Grading Criteria sheet included in the Clinical Portfolio. A NCM which does not adequately relate relevant theory to clinical practice could result in a clinical unsatisfactory. The Formative Evaluation, also located in the Clinical Portfolio, will be completed and initialed each week during/following clinical per instructor directions. The Psychomotor Skills sheet and the Communication Interaction sheet are for students to record information for instructor feedback and should be completed as relevant each week. Extra sheets may be found in the Administrative Assistant's office. At the conclusion of each rotation, the instructor will collect the Clinical Portfolio to write the Summative Clinical Evaluation. Please see the appropriate clinical instructor at the conclusion of each rotation to sign the Summative Clinical Evaluation. Problematic trends in clinical behaviors and student's abilities to meet course outcomes will be monitored across the semesters, and within the given semester. If other written assignments are given, they will be critiqued and returned within one week of receipt. Returned assignments and Clinical Portfolios will be placed in the Academic Assistant's office, HS 202, in the instructor's box. Please pick these up prior to returning for the next clinical week.
 4. A student earning two unsatisfactory grades for clinical performance and/or clinically related assignments will automatically be reviewed by the instructors. 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. 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:

- a) No recommendations – continuance in the course
- b) Placed on probation with specific recommendations
- c) Receive a clinical failure – unable to continue in course or program

If it is determined by the instructors that the student cannot meet the course outcomes, a clinical failure will be earned and the student will not be allowed to continue in the nursing program. College mechanisms for due process are always available to the student.

H. Math Competency Policy:

Refer to the Nursing Student Handbook; no test-specific review will be offered.

- I. During clinical hours only, emergency student contacts are to be routed through the Semester 3 Clinical Coordinator Tracy Suhr, by calling or texting (307) 259-4076. This is the number that should be given to daycare providers, family members and children's schools for notification. If Tracy is unable to answer at the time of the call, the caller should give his/her name and phone number when prompted by the voice recording and leave a brief message. Tracy will return the call as soon as possible, and then notify the student through the appropriate clinical instructor. It is the student's responsibility to provide this number and directions for use to appropriate persons.

Chapter 7: Textbooks

Required Text, Readings, and Materials:

Adams, M.P., Holland, L.N., & Urban, C.Q. (2014). *Pharmacology for nurses: A pathophysiologic approach*, 4th Ed. Boston, MA: Pearson.

Berman, A. & Snyder, S.J.(2012). *Kozier & Erb's Fundamentals of nursing: Concepts, process, and practice*, 9th Ed. Upper Saddle River, NJ: Pearson Prentice Hall.

Gahart, B. & Nazareno, A. (2016). *Intravenous medications*, 32nd Ed. St. Louis: Mosby.

Ladwig, G. & Ackley, B. (2013). *Mosby's guide to nursing diagnosis*. 4th Ed. Maryland Heights, Missouri: Mosby.

LeMone, P., Burke, K., & Bauldoff, G. (2011). *Medical-surgical nursing: Critical thinking in patient care*, 5th Ed. Upper Saddle River, NJ: Prentice Hall.

London, M.L., Ladewig, P.W., Davidson, M.R., Ball, J.W., Bindler, R.C.& Cowen, K.J. (2014).

Maternal-newborn & child nursing care, 4th Ed. New York: Pearson.

Myers, E. (2014). *RNotes: Nurse's clinical pocket guide*, 4th Ed. Philadelphia: F.A. Davis Company.

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

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

Wilson, B.A., Shannon, M.T., & Shields, K.M. (2012). *Nursing drug guide*, New York: Pearson.

ATI Skills Modules, ATI Dosages & Calculations Modules and Comprehensive Assessment and Review Program
Turning Point RF "Clicker"

Recommended:

Curren, A.M. (2015). *Math for meds: Dosages & solutions*, 11th Ed. Clifton Park, NY: Delmar.

Any current medical dictionary and one of the following lab books:

Kee, J.L. (2014). *Laboratory and diagnostic tests with nursing implications*, Upper Saddle River, NJ: Pearson.

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

Vanleeuwen, A.M., Poelhuis-Leth, D., & Bladh, M.L. (2014). *Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications*, 5th ed. Philadelphia: F.A. Davis Company.

Mouse for testing purposes on nursing department's laptops.

Chapter 8: Campus/Class Policies:

Attendance: "Students are expected to attend all classes for which they are registered, and are accountable for all class work during an absence. Non-attendance at a required class, laboratory, rehearsal, or field trip constitutes an absence. Excessive absences or tardiness may result in a lowered grade, and at the discretion of the college administration a student who fails to attend regularly may be requested to withdraw from college." (Casper College Catalog.)

Last Date to Withdraw: Thursday, November 12th, 2015, by 5:00 p.m. Please refer to the H.E. Stuckenhoff Department of Nursing, Nursing Student Handbook for complete information regarding withdrawal from nursing courses.

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 peers.

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 in order 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, then 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.

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. With regards to this course or anything associated with this course, such as clinical, information will be shared via the course Moodle site either in the announcements section or via the Moodle Class Communication (MCC). Students are responsible for reading and keeping up with announcements and emails. Students should check the site for emails and announcements on a daily basis, except weekends and holidays, 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.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform Lori Fichman or Mindy Walden as soon as possible. See one of us privately after class, or during our 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. 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.

Calendar or schedule indicating course content: Please refer to class outline and calendar.

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