

## Syllabus

### Course Syllabus

#### Contact Information for Faculty

Dr. Sharon Melincavage - [Sharon.Melincavage@cedarcrest.edu](mailto:Sharon.Melincavage@cedarcrest.edu)  
610-606-4666 ext. 3342

Professor Joan Timalonis - [jttimalo@cedarcrest.edu](mailto:jttimalo@cedarcrest.edu) 610-606-4666 X3489 - Cell 610-657-8585 - Please call before 2100 or after 0530.

Prof. Karen Bensinger - [kabensin@cedarcrest.edu](mailto:kabensin@cedarcrest.edu) 610-606-4666 ext. 3746 - cell 570-573-9549, home 570-668-5664

Prof. Kim DeLuca - [khdeluca@cedarcrest.edu](mailto:khdeluca@cedarcrest.edu) - home - 610-691-7614

Prof. Donna Gribbin - [dmgribbin@cedarcrest.edu](mailto:dmgribbin@cedarcrest.edu) 610-606-4666 ext. 3573 - cell - 215-480-1427

Prof. Dianne DeLong - [ddelong@cedarcrest.edu](mailto:ddelong@cedarcrest.edu) 610-606-4666 ext. 4527

Mrs. Rebecca Seaman - Lab Coordinator -  
[rseaman@cedarcrest.edu](mailto:rseaman@cedarcrest.edu) Office 610-606-4666 X3446

Nursing Department in HBB: 610-606-4606. Fax: 610-606-4615

#### Course Description

**NUR 309 focuses on the role of the professional nurse in promoting the optimal health of the individual. Theory and psychomotor skills essential to the practice of nursing are emphasized.**

**NUR 309 Health Promotion I is 5 credits. The 5 credits consist of 3 classroom credit hours and 2 clinical credit hours.**

Theory: 1 credit equals 1 classroom hours per week - 3 credits of theory X 14 weeks = 42 hours.

Clinical: 1 credit equals 3 clinical hours per week - 2 credits of clinical X 3 hours X 14 weeks = 84 hours.

Please note: The clinical schedule is calculated using number of hours, not number of days per semester. Clinical prep is not counted in the 84 clinical hours.

**Prerequisite courses: Cumulative GPA of 2.5, minimum nursing prerequisite GPA of 2.7, a minimum grade of C in**

**all nursing pre-requisites is required. Nursing prerequisites include BIO117, BIO118, BIO127, CHE103, MAT110, NTR210, PSY100, PSY250, SOC100. Students may not repeat a science requirement more than once.**

**Successful completion of all general education courses is required.**

**Prerequisite or co-requisite to NUR 309 is NUR 311 Health Assessment. Students must achieve a minimum grade of C+ in NUR 309 and C+ in NUR 311 in order to progress in the nursing program. A C+ equals a grade of 77.0.**

**A 2.5 GPA must be maintained BOTH in nursing courses and overall to progress throughout the nursing curriculum.**

**Final grades will not be rounded up.**

**\*\*\*\*\*NOTE: The withdrawal period for students in NUR 309 for Spring 2009 ends on Monday, November 9, 2009 at 4 PM as per CCC Registrar. \*\*\*\***

**A course may only be taken two times. No more than two nursing courses may ever be repeated. (Note: Withdrawing from a course constitutes as one "taking" of the course.)**

#### **ATI Testing**

Students are required to participate in the Assessment Technologies Institute's (ATI) Comprehensive Assessment and Review Program (**CARP**) as well as meet the requirements set forth in the ATI Testing Policy. The CARP is designed in accordance with the NCLEX-RN test plan and covers the following nursing specialty areas:

- **Medical-Surgical**
- **Maternal-Newborn**
- **Nursing Care of Children**
- **Fundamentals of Nursing Practice**
- **Mental Health**
- **Pharmacology of Nursing Practice**
- **Community Health Nursing Practice**
- **Leadership and Management for Nursing Practice**

The CARP program will assist the student in gaining experience with computerized testing processes as well as preparation for the state-licensing exam in nursing.

**\*\*\*Students are required to take the ATI test - Critical Thinking Entrance Assessment - to progress past NUR 309. This is required.\*\*\***

**PLEASE see ATI testing policy in the Student Handbook.**

**Course Objectives**

**LEARNING OBJECTIVES:**

Upon successful completion of the course the learner within the rights and privileges of the Professional Code of Ethics for Nurses will be able to:

1. Relate learning from other disciplines in meeting the holistic needs of selected individuals from diverse cultures.
2. Apply verbal and non verbal principles of communication as a basis for the nursing process.
3. Use the nursing process based upon the individual's response to her/his environment.
4. Participate as a member of the health care team in providing care to individuals.
5. Implement designated theory based nursing interventions.
6. Identify teaching methods that can be used for individuals in the health care setting.

**Textbook(s) <>REQUIRED:**

Alfaro-LeFevre, R. (2009). *Applying nursing process: A tool for critical thinking* (7th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Craven, R., & Hirnle, C. (2009). *Fundamentals of nursing: Human health and function* (6th ed.). Philadelphia: Lippincott, Williams, & Wilkins. --- Please note - new books only to access on-line materials.

Deglin, J. H., & Vallerand, A. H. (2009). *Davis's drug guide for nurses* (11th ed.). Philadelphia: F. A. Davis.

Gyls, B. A., & Masters, R. M. (2005). *Medical terminology simplified: A programmed learning approach by body systems* (3rd ed.). Philadelphia: F. A. Davis Co.

Lynn, P. (2008). *Taylor's clinical nursing skills: A nursing process approach* (2nd ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Sieg, D. (2002). *Stop living life like an emergency!* Pennsylvania: National Book Network.

Smeltzer, S. C., Barre, B.G., Hinkle, J. L., & Cheever, K. H. (2008). *Brunner & Suddarth's textbook of medical - surgical nursing* (11<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Turning Technology, RFC-XR Clicker. This is available in the bookstore.

**RECOMMENDED TEXTBOOKS:**

Kee, J. (2009). *Handbook of laboratory & diagnostic tests* (6th ed.).

New Jersey: Prentice Hall.

Myers, E. (2006). *RN notes* (2nd ed.). Philadelphia: F. A. Davis Co.

Nugent, P., & Vitale, B. (2008). *Test success* (5th ed.). Philadelphia: F. A. Davis Co.

Sparks Ralph, S. S., & Taylor, C. M. (2008). *Nursing diagnosis reference manual* (7th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Thomas, C.L. (Ed.). (2009). *Taber's cyclopedic medical dictionary* (21st ed.). Philadelphia: F.A. Davis Co.

**Teaching  
Methods**

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Lecture and discussion, demonstration/return demonstration, audio-visual materials, worksheets, textbooks and periodicals, classroom response system, role playing, reflective writing, campus laboratory practice, skills videotaping, clinical experience, clinical simulation with SIM MAN, and concept maps.

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**3  
Components  
of NUR 309**

**This course consists of 3 components: class or theory, clinical, and campus lab.**

Theoretical component –The unit tests will be based on the previous material presented while the final examination will be cumulative from the beginning of the semester. Any material from required readings, lectures, audio-visual materials, and handouts as well as application of this material may be tested.

Campus laboratory – The learner is expected to use the facilities and equipment in the Center for Nursing Education - HBB 4. Learners are expected to spend time in the campus laboratories to learn and practice clinical skills. Learners are expected to attend scheduled campus laboratory sessions. The learner must demonstrate competency and be validated in all clinical skills to pass the course and to advance in the curriculum. Each learner is required to produce a videotape performing a scenario as part of campus lab skills competency (see **Campus Lab Packet in doc sharing**). Each learner will be scheduled for this videotaping experience.

Clinical Experience – All components of the clinical experience are assessed by the clinical instructor. Clinical written assignments will be graded as a

method of evaluating critical thinking. The learner will be given a weekly written evaluation of her/his clinical performance. Final evaluation in the clinical area is graded as Pass/Fail. Any marginal (M) or dependent (D) performance in clinical constitutes an unsatisfactory grade for clinical and therefore, the learner earns a clinical failure. Learners can refer to the **NUR 309 Clinical Evaluation Tool in doc sharing** for detailed performance ratings. Learners must pass the clinical portion of NUR 309 in order to pass the course and to advance in the curriculum. A learner who fails clinical will receive a grade of F for the course regardless of the theory grade (see the Cedar Crest College Nursing Department Undergraduate Student Handbook in doc sharing). Clinical attendance is mandatory. An unexcused absence will result in clinical and course failure.

**\*\*\*After the last clinical day of the semester, students are required to meet with their clinical instructor to review the NUR 309 Clinical Evaluation Tool. If a student does not meet with her/his clinical instructor to review the Clinical Evaluation Tool the student will fail the course.\*\*\***

**Course Outline**

Please note - A copy of this pacing schedule has also been placed in doc.sharing

**NUR 309 FALL 2009 SCHEDULE**

Date(s)	Classroom Activities	Reading/ Assignments
<b>Thursday</b>  <b>Aug. 27, 2009</b>  <b>8AM-10:30AM</b>	Orientation to N309  Course Overview - HBB 9	Do student orientation tutorial for e-companion  Read <a href="#">course syllabus</a> and come to class with questions.  Read <a href="#">Cedar Crest College Honor Code</a> in the <a href="#">Cedar Crest College Student Handbook</a>  Read <a href="#">Progression Towards Degree Policy</a> in the <a href="#">Cedar Crest College Nursing Department Undergraduate Student Handbook (found in doc sharing)</a>
<b>Friday</b> <b>Aug. 28, 2009</b>  <b>8 AM - 3:30 PM</b>	<b>Hospital Orientation</b>  <b>8:00-11:00 at assigned hospital</b>  <b>12:00-3:30 PM - Lab orientation in HBB 8</b>	Bring Taylor's skills book to lab orientation  Bring Campus lab Packet (in doc. sharing) to lab orientation  Read <a href="#">Illness Policy</a> in the <a href="#">Cedar Crest College Nursing Department Undergraduate Student Handbook (found in doc sharing)</a>
<b>Thursday</b>  <b>Sept. 3, 2009</b>  <b>8 AM-11 AM</b>	Nurse-Patient Relationship/ Communication	Craven 22 & Pre-Lecture Quiz  <a href="#">Listening Assessment Exercise</a>  <a href="#">Communication in Special Circumstances</a>
<b>Thursday</b>  <b>Sept 10, 2009</b>  <b>8 AM-11 AM</b>	Process Recording Information	CRAVEN 23 & Pre- Lecture Quiz  <b><u>Homework: Please print document in link below and bring to Class on</u></b>

	Teaching-Learning Principles	<a href="#"><u>teaching/learning</u></a>  Sample Nursing Teaching Plan
<b>Tuesday Sept. 15, 2009 2 PM - 3 PM</b>	<b>Optional Presentation</b>  <b>Combined Tues/Thurs 309 classes</b>  <b>Guest Speaker - Mr. Gary Moll</b>  <b>Test Taking Strategies/Taking Exams in Nursing Courses</b>	
<b>Thursday  Sept. 17, 2009  8 AM-11 AM</b>	Continue Teaching-Learning Principles  Critical Thinking Nursing Process Overview	CRAVEN 9, 14 & Pre-Lecture Quiz  Readings to enhance your understanding of this content - Alfaro-Levre Chapter 1
<b>Thursday  Sept. 24, 2009  8 AM - 11 AM</b>	Nursing Process: Assessment & Vital Signs  Nursing Diagnosis intro.	CRAVEN 10, 11 & Pre-Lecture Quiz  Readings to enhance your understanding of this content - Alfaro-LeFevre Chapters 2 & 3  Chapter 26 is a good cross reference for NUR 311
<b>Thursday  Oct. 1, 2009  8 AM - 11 AM</b>	Nursing Diagnosis cont.  Planning, Implementation & Evaluation  <u>Homework from Alfaro-LeFevre book:</u>  Organizing (Clustering) Data - pp. 69-70  Recognizing Abnormal Data... - pp. 79  Nurses' Responsibilities as Diagnosticians... - pp. 113-116  Recognizing, Mapping, and Stating Nursing Diagnoses - pp. 135-139  Part III. Outcome Statements - p. 169  Part IV. Practice Recognizing Affective, Cognitive, and Psychomotor Outcomes - pp. 169  Principles of Effective Charting #3 - p. 214  Determine Outcome Achievement... - p. 231	CRAVEN 12, 13 & Pre-Lecture Quiz  Readings to enhance your understanding of this content - Alfaro-LeFevre Chapters 3, 4, 5, & 6
<b>Tuesday, Oct. 6, 2009  1 PM - 2:30 PM</b>	<b>Exam 1</b>  <b>1 PM - 2 PM Individual Exam</b>  <b>2 PM - 2:30 PM Collaborative</b>	

	<b>Exam</b>	
Thursday October 8, 2009 9 AM - 11 AM	Concept Maps Charting & Documentation	CRAVEN 15 & Pre-Lecture Quiz  Charting Challenges  Readings to enhance your understanding of charting/documentation - Alfaro-LeFevre, pp. 209-218
Thursday October 15, 2009 8 AM - 11 AM	Promoting Wellness in Health & Illness Culture & Spirituality Environmental Influences on Health & Illness	CRAVEN 16, 17, 21, 32, 52 & Pre-Lecture Quiz  Chain of Infection  CRAVEN 27, 31, 40
<b>Tuesday October, 20, 2009 1-4 PM</b>	ATI Testing Curtis 208	
Thursday October 22, 2009 8 AM - 11 AM	Oxygenation: Cardiovascular Function Respiratory Function	CRAVEN 35, 36 & Pre- Lecture Quiz  <b><u>Homework for next week, print and review document in link below:</u></b>
<b>Friday October 23, 2009 1:30 PM Lees Hall</b>	Official installation of Carmen Twillie Ambar, J.D. as the Thirteenth President of Cedar Crest College	
Date(s)	ASSIGNMENTS	
Thursday October 29, 2009 8 AM - 11 AM	Oxygenation continued Mobility	CRAVEN 34 & Pre- Lecture Quiz  Effects of Immobility  <b><u>Homework for next week, print and review document in link below:</u></b>
Thursday November 5, 2009 8 AM - 11 AM	Skin/ Tissue Integrity	CRAVEN 39 & Pre- Lecture Quiz  Wound Glossary  <b><u>Homework for nutrition lecture, print and review document in link below:</u></b>
<b>Tuesday November 10, 2009 1 PM - 2:30 PM</b>	<b>Exam 2 1 PM - 2 PM Individual Exam 2 PM - 2:30 PM Collaborative Exam</b>	
Thursday November 12, 2009 9 AM - 11 AM	Nutrition & Elimination	CRAVEN 37, 38, 41, 42 & Pre-Lecture Quiz  Nutrition Workbook

<b>Tuesday</b> <b>November 17, 2009</b> <b>1 PM - 3PM</b>	Combined Tuesday/Thursday class Guest Speaker - Ms. Mary Jane Cerrone, RN Pain & Sensory Function	CRAVEN 44, 45, 46
<b>Thursday</b> <b>November 19, 2009</b>	<b>No class</b> - Students met on Tuesday, November 17 for guest speaker on pain topic- see above	
<b>Tuesday</b> <b>Dec. 1, 2009</b> <b>1 PM - 2:30 PM</b>	<b>Exam 3</b> <b>1 PM - 2 PM Individual Exam</b> <b>2 PM - 2:30 PM Collaborative Exam</b>	
<b>Thursday</b> <b>Dec. 3, 2009</b> <b>9 AM - 11 AM</b>	Sleep & Rest	CRAVEN 43 & Pre-Lecture Quiz
<b>TBA</b>	<b>Final Exam</b>	

Please Note: This Pacing Schedule provides a schedule as to how the semester will progress. In the event of unforeseen circumstances such as weather the schedule may be changed. Please look for updates in the ANNOUNCEMENT section of this course.

Please Note: A schedule for clinical experiences/videotaping/observation experiences will be discussed in clinical lab orientation.

### Skills Validation

Students receive a skills card that the instructor initials to validate safe performance of required skills in the lab setting. If performance in lab is unsatisfactory, students will need to perform the skill for the instructor until the students are evaluated as performing the skill safely. The instructor will continue to observe the students' performance of skills during clinical experiences. If the students' behavior is consistently safe, the final clinical evaluation will indicate skills validation for NUR 309 Skills.

As part of clinical hours, students are scheduled to videotape a skills scenario which can be found in the Campus Lab packet ([see doc sharing](#)). Students should utilize open lab hours for practice sessions or make an appointment to reserve lab time for practice. Bring the skills card, Campus Lab packet, and all materials required for videotaping to the scheduled videotaping session.

Skills testing include quizzes which are on-line (see on-line quizzes section of syllabus & Campus Lab Packet) and are a percentage of the total grade of the course.

**Listed below are the skills that students are responsible for in NUR 309 Health Promotion I course:**

**Vital signs (tested in N311), antiembolism stockings and SCDs,**



*Hand-washing, Bedmaking(occupied and unoccupied),*

*Body mechanics, Bedbath & all hygiene,*

*Range of Motion, Oral Hygiene(conscious and unconscious),*

*Positioning (Sidelying, Supine, Prone, Sims),*

*Transferring (bed to chair, bed to litter) ,*

*Elimination, Bedpans, Urinals,*

*Oxygen Therapy (pulse Ox, application of nasal cannula and mask, regulation of flow meter),*

*Feeding, Intake & Output,*

*Concepts of specimen collection,*

*Assisting a patient to fall*

**Grading Policies**

**Assessment of the learner's progress in theory, campus laboratory, and clinical is ongoing and involves both learner and teacher. The stated course objectives serve as the basis for evaluation. Learners will demonstrate achievement of course objectives through written assignments, a process recording, concept maps, exams, quizzes, and evaluation of patient care and performance in campus lab in order to integrate all components of the nursing process. The learner MUST receive a passing grade in all three components of NUR 309 - theory, campus lab, and clinical - to pass the course and advance in the curriculum. An unexcused absence will result in clinical and course failure.**

**Final grades will not be rounded up.**

3 exams (17% each)	51 %
Final cumulative exam	25%
Campus Lab	Pass/Fail
Clinical Performance	Pass/Fail
Process Recording	6%
Concept Map	10%
Clinical Journals	3%
Quizzes •5 Med Term quizzes = 2.5% (0.5% each) •5 Skills quizzes = 2.5% (0.5% each)	5%

*Clinical assignments must be submitted on time. Late or incomplete written clinical assignments may affect the final grade. Learners who are not present in class when quizzes are administered will receive a zero for the quiz.*

100 - 93	<b>A</b>	79 - 77	<b>C+</b>
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92 - 90	<b>A-</b>	76 - 73	<b>C</b>
89 - 87	<b>B+</b>	72 - 70	<b>C-</b>
86 - 83	<b>B</b>	69 - 60	<b>D</b>
82 - 80	<b>B-</b>	Below 60	<b>F</b>

**A MINIMUM GRADE OF C + IS REQUIRED TO PASS NUR 309.**

Therefore, the student must receive a grade of 77% or higher in theory, must receive a Pass in campus laboratory and Satisfactory in clinical experience in order to pass NUR 309. A failure in any one of the components will result in failure of NUR 309. Regardless of the theory grade, any learner receiving an unsatisfactory grade in the clinical component of the course will receive a grade of “F” for that course.

**A 2.5 GPA must be maintained BOTH in nursing courses and overall to progress throughout the nursing curriculum.**

**EXAMINATIONS MUST BE TAKEN WHEN SCHEDULED.** Any learner who does not abide by this policy and is not present for the scheduled exam at the scheduled time will receive a grade of zero for that exam. No exams will be administered early. Final exams will be administered according to the schedule outlined by the Registrar’s Office. Students' obligation for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. Students should not make travel arrangements until the final exam schedule is published; if students make plans early, students should schedule travel after the last final exam day. Extenuating circumstances must be discussed with the professor **PRIOR TO** the exam and will be evaluated on an individual basis by the professor.

To promote a distraction free environment, students are to leave all backpacks, books, papers, handbags, hats, cell phones, camera watches, and water bottles, etc. in the front of the room during an examination. Students may also be required to leave space between, in front and behind her/his seat to decrease distraction during exams. Cell phones are to be off during exams. Ear plugs may be worn.

Collaborative Testing

**Collaborative Testing will be implemented for Exams 1, 2, and 3. Please see the Collaborative Testing Guidelines posted in Doc.Sharing. Groups for Collaborative Testing will be assigned.**

On-line Quizzes

There are 10 on-line quizzes. Five quizzes pertain to medical terminology and five quizzes pertain to clinical skills.

**Medical Terminology Quizzes**

Students are to read the information in the Required Medical Terminology textbook

in order to complete the Med Term quizzes. See Due Date section of syllabus for the due date for quizzes.

**Medical Terminology quizzes are timed. Once students click on the "BEGIN QUIZ NOW" button, students will not be allowed to re-enter the quiz site when time is completed. Remember to save answers when taking quizzes.**

Medical Terminology quizzes may be taken only one time.

Med Term Quiz 1 - Chapters 1 & 2

Med Term Quiz 2 - Chapters 3 & 4

Med Term Quiz 3 - Chapters 5 & 6

Med Term Quiz 4 - Chapters 7 & 8

Med Term Quiz 5 - Chapters 9, 10, & 11.

### Clinical Skills Quizzes

To prepare for the clinical skills quizzes, students need to read the following texts:

Lynn, P. (2008). *Taylor's clinical nursing skills: A nursing process approach* (2nd ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Craven, R., & Hirnle, C. (2008). *Fundamentals of nursing: Human health and function*. (6th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Skills quizzes are to be completed prior to the clinical day as noted in the **Campus Lab Packet in doc sharing**. Students who have not completed the on-line skills quizzes by the established due date will lose the opportunity to receive credit for these quizzes.

Skills quizzes are timed; however, if a student wishes, she/he may take the skills quizzes an unlimited number of times until the due date. The grade on the last attempt at taking the quiz prior to the due date will be the grade entered into the gradebook. Remember to save answers when taking quizzes.

**All on-line quizzes are to be completed following the Honor Code in the [Cedar Crest College Student Handbook](#). Do not use books when taking the quizzes. Students are to work alone.**

### Due Dates for Clinical Assignments & Quizzes

	Monday Groups	Wednesday Groups	Friday Groups
Process Recording	Monday, Sept. 28	Wednesday, Sept. 23	Friday, Sept. 25
Concept Map	Monday, November 16, 2009	Wednesday, November 14, 2009	Friday, November 13, 2009
Clinical Journals	Weekly <u>or</u> as per clinical instructor. No	Weekly <u>or</u> as per clinical instructor. No	Weekly <u>or</u> as per clinical instructor. No

	journals accepted after final exam.	journals accepted after final exam.	journals accepted after final exam.
Videotape	1 week following scheduled time to video tape.	1 week following scheduled time to video tape.	1 week following scheduled time to video tape.
On-Line med term quizzes	Due December 8, 2009 by midnight.	Due December 8, 2009 by midnight.	Due December 8, 2009 by midnight.
On-Line lab quizzes	See campus lab packet for schedule. Last day to take quizzes - Monday, October 12, 2009 until midnight.	See campus lab packet for schedule. Last day to take quizzes - Monday, October 12, 2009 until midnight.	See campus lab packet for schedule. Last day to take quizzes - Monday, October 12, 2009 until midnight.

The Process recording, concept map, clinical journals, and videotape are to be submitted to clinical instructors. Clinical instructors may revise due dates as necessary. Students will receive a Marginal or Dependent grade on the clinical evaluation tool under the behavior "communicates effectively with instructor: submits written assignments to faculty member on time", if clinical assignments are not submitted on time.

**Course Policies & Procedures**

**Students must abide by the policies and procedures that are stated in this syllabus, in the Cedar Crest College Nursing Department Undergraduate Student Handbook (found in doc sharing), and the Cedar Crest College Student Handbook**

**Illness Policy - see Cedar Crest College Nursing Department Undergraduate Student Handbook (found in doc sharing)**

**Late arrival to class - It is a professional expectation that students arrive on time for class in order to create a distraction free environment.**

**Transportation:**Transportation to, from, and within the clinical agency and campus lab is the responsibility of the student. Also, the clinical agency is not responsible for any personal items.

**Make-Up of Clinical Experience:** Clinical make-up days because of weather or other matters will be scheduled by the instructor to ensure the adequate completion of clinical course objectives. All missed clinical or lab sessions are made up on a space available basis. Plans which require make-up days outside clinical time may necessitate an additional fee to be determined by the Department Chairperson in consultation with the Provost.

**Professional behavior is required.\* This includes behaviors as:**

- 1. Submission of assignments on time, rreporting to class on time, following classroom rules for cell phone use, etc.**
- 2. Treating each other with dignity and respect, and maintaining ethical, legal, and moral standards.**
- 3. Communicating effectively with faculty via verbal, non-verbal & written techniques.**
- 4. Following the Cedar Crest College Honor Code found in the Cedar Crest College Student Handbook during tests, exams, and all course assignments.**
- 5. Attendance - see the Cedar Crest College Student Handbook**

**\*A satisfactory rating for all behaviors is necessary to satisfy course requirements. Inappropriate, non-professional behaviors in class, lab, or clinical may result *in failure of the course* and in *dismissal* from the college. See the Cedar Crest College Honor Code found in the Cedar Crest College Student Handbook.**

**The classroom will be conducted in accordance with the principles of the Democratic Classroom. To the greatest extent possible, learners and teachers will be in a position of equality. It is to be acknowledged that the professor has expertise in teaching and the subject matter. However, it is also to be acknowledged that learners may have expertise and each learner is encouraged to bring her/his area(s) of expertise and experience to the classroom. It is also to be acknowledged that the professor has authority by virtue of her/his position.**

**According to the Statement of Student Rights and Responsibilities: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom. Students should exercise their freedom with responsibility so as not to endanger the rights, goals, and beliefs of other students.**

**One very important right students have is the right to a classroom environment that is conducive to learning. Learners vary with respect to the conditions under which they are able to concentrate and learn. Background noises or other activities may provide a barrier to other students' ability to follow lectures and/or discussions. Thus, it is the teacher's responsibility and each student's responsibility to assure that the classroom is as free as possible from unnecessary distractions. Unnecessary distractions include, but are not limited to Late arrivals, disturbances due to cellular phones, pagers, laser pointers, passing notes, and private conversations. Please turn**

**cellular phones OFF before entering the classroom. Students who disturb the class in any of these ways or who engage in any behavior that unnecessarily interferes with other students' learning demonstrate undesirable citizenship. Pursuant to college policy such students will be asked to leave class and will be marked absent for that day and the next class day.**

**As adults who understand proper classroom protocol, students are entitled to the privilege of choosing where to sit for each class. Students who are removed from class in the way described above lose this privilege; thus if a student has been removed from class for creating a disturbance, the student will be assigned a seat upon her/his return to the classroom and for the remainder of the semester.**

**We agree to abide by the following principles:**

- 1. We will occupy equal positions in the classroom, no one at the head of the class**
- 2. We will listen respectfully when another is speaking**
- 3. We will conduct ourselves respectfully with regard both to verbal and nonverbal communication**
- 4. We will feel free to express differing opinions, but will endeavor to be non-judgmental toward each other**
- 5. We will be patient with one another**
- 6. We will give everyone equal speaking time**
- 7. We will hold all personal information strictly confidential**

**We will all be equally responsible for adhering to these principles. We also agree to abide by the Classroom Rules established in a democratic fashion by each class during the first two weeks of each semester. These Classroom Rules are then posted in Document Sharing.**

**Cedar Crest College Honor Code - see the [Cedar Crest College Student Handbook](#). It is students' responsibility to know the Honor Code. The Honor Code will prevail at all times. Violations of the Honor Code during this course will result in failure of the course.**

**ACADEMIC DISHONESTY OR PLAGIARISM - see the [Cedar Crest College Student Handbook](#).**

**The Cedar Crest College Nursing Department Faculty agrees to define plagiarism as, "A writer's deliberate use of someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source."**

**Either plagiarism or careless scholarship, or both, will result in additional points being taken off the grade of any assignment/paper, so that the grade**

may be lowered down to and including a 0 (zero). This includes, but is not limited to, omitting quotation marks for quoted sentences or phrases, even if the rest of the documentation is present. (Penalties for academic dishonesty may be even more severe. See "Response to Academic Misconduct" in the Cedar Crest College Student Handbook).

Appropriate classroom and clinical behavior is implicit in the Cedar Crest Honor code - see the Cedar Crest College Student Handbook. Violation of the Honor Code can result in dismissal from the nursing program and the college.

**Tape Recording of Lectures:** Please refer to the policy on Tape Recording of Lectures found in the Undergraduate Student Handbook in Doc. Sharing.

**NOTE:** The student is reminded that knowledge in Nursing is cumulative and that she/he will be held accountable for prior learning. This includes knowledge of anatomy, physiology, chemistry, math, microbiology, psychology, sociology, lifespan development, and health assessment as related to material covered in this course.

**OTHER STUDENT RESPONSIBILITIES:** Students are required to keep a hard copy of all written work for this course. In the event an assignment is lost, it is the student's responsibility to provide an additional copy of the written assignment.

Students with documented disabilities who may need academic accommodations should discuss these needs with the professor of the course during the first 2 weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

Students are obligated to check their e-mail on a daily basis for any changes to classroom/clinical pacing, assignments, and schedules.

### Inclement Weather or Illness

Please call Inclement Weather Hotline. Information can be found on the CCC website.

Students need to notify the clinical instructor about weather related issues or illnesses by the method established by the clinical instructor or use of the phone chain. Individual questions or problems regarding weather or illness are to be addressed with the clinical instructor.

Classroom,  
Clinical, and  
Campus Lab  
Expectations

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**1. Students in the nursing program must follow all policies in the Cedar Crest College Nursing Department Undergraduate Student Handbook (found in doc sharing) and all policies in the Cedar Crest College Student**

**2. Arrival to clinical on time is expected to meet clinical objectives. All students are to report to clinical no later than the times indicated on the clinical schedule found in document sharing. If a student is late for clinical after being warned, the student will be asked to leave clinical and will need to make up the day at her/his expense.**

**3. It is the student's responsibility to make up any work missed during an absence and to seek help from faculty regarding any concerns.**

**4. An unexcused absence from clinical will result in a clinical failure.**

**5. Students will not be admitted to and/or allowed to remain in clinical without evidence of necessary clinical requirements as outlined in the student handbook. (Note: Cedar Crest College Nursing Department Undergraduate Student Handbook can be found in doc sharing).**

**6. Chart entries should be signed with first and last name and SN, CCC. Example: Mary Jones, SN, CCC.**

**7. Dress Code to be followed at all times. SEE CEDAR CREST COLLEGE NURSING DEPARTMENT UNDERGRADUATE STUDENT HANDBOOK FOR DRESS CODE. Failure to follow the dress code after two warnings will result in dismissal from clinical. Students will need to pay a fee to make up the day.**

**a. Professional dress is required for all clinical experiences. This includes:**

- Clean uniforms with student ID on right side
- Clean white nurse shoes or white leather sneakers
- White socks
- Undergarments should be conservative and unnoticeable through the uniform
- NO JEANS
- NO CLOGS, SANDALS, OR OPEN TOE SHOES
- NO THONG UNDERWEAR

**b. Accessories - Students must come prepared with this equipment as part of meeting the clinical objectives for preparation.**

- Watch with sweep second hand
- Black ink ball point pen - no felt tips or erasable ink
- Bandage scissors
- Stethoscope with bell and diaphragm

**c. Hygiene**

- Hair - off collar. Long hair must be pulled back and up off the collar.



- Nails - no longer than finger tips. No acrylic nails, gels, tips, etc. Clear or nude nail polish is permitted
- Earrings - One pair of studs only for men and women (one stud per ear). NO earrings in tongue, tragus, or pinna.
- Men - face clean shaven. No stubble. Beards/mustaches neatly trimmed.
- No gum.
- No smoking.
- Uniform shirts tucked in and only one button is allowed to be opened from the top of the uniform shirt.
- Uniform pants are to be hemmed and must not drag on the ground which may cause fraying or soiling of pants.
- Uniform is to be wrinkle free.
- Students must be clean and odor free on the day of clinical. This includes absence of halitosis and smokers' breath.
- No perfume or aftershave. Wearing deodorant is advisable.
- Make-up - conservative.

**9. Students are responsible for behavior in accordance with the ANA professional code of ethics found in the textbook.**

**10. Students are encouraged to question everything and everybody. Ask the instructor and/or nursing staff, not another student or nurse aide - remember, they are at the same level of experience as students.**

**11. The student is legally accountable for acts as a student; she/he does not practice under the professional nursing license of faculty. Therefore, the student must consult with the faculty at all times to ensure safe clinical practice when providing patient care. A clinical failure may result when unsafe, illegal, or unethical conduct or injuries occur during clinical practice. Faculty will guide and support the student to rectify problems with the agency as well as move beyond the agency if the problems are unresolved.**

**12. Discussion of one's personal life in the clinical setting is prohibited. Examples of this include, but are not limited to, discussion of dates and extracurricular activities.**

**13. Students will follow HIPAA guidelines in the clinical setting. It is important to maintain confidentiality when discussing patient issues. Discussion of patients in the presence of other patients is prohibited.**

**14. No profanity or offensive slang language is to be used at any time during the clinical day when communicating with other students, faculty, and nursing staff. The clinical day encompasses the entire time spent in the facility.**

**15. Never abandon a patient. Students are responsible to ask someone to assume responsibility in their absence. This includes reporting off**

when students go to lunch.

**16. Students are to offer assistance to classmates and nursing staff when their assignment is completed. Do not congregate around the nurses' station or sit on the counters.**

**17. NO CELL PHONES or PAGERS in the clinical area. Phones must be silenced or on vibrate during class.**

**18. It is the student's responsibility to understand the consequences of student drug use, sexual harassment, academic dishonesty, clinical misconduct, fraudulent documentation, breaches in patient confidentiality, sexual misconduct, misrepresenting student status. This information can be found in the Cedar Crest College Nursing Department Undergraduate Student Handbook (found in doc sharing).**

### **Clinical Preparation**

By mid-semester, students will prepare for the clinical day by conducting clinical prep, also known as "prepping." Clinical prep includes going to the assigned agency the evening prior to clinical.

Professional dress is required for clinical prep. This includes:

- Business casual clothing and lab coat with student ID
- NO JEANS
- NO SHORTS OR REVEALING BLOUSES/SHIRTS
- NO CLOGS, SANDALS, OR OPEN TOE SHOES
- NO THONG UNDERWEAR

For clinical prep, students need to:

- Obtain permission from the patient to care for her/him
- Review the patient's chart and Kardex
- Complete the clinical prep form **found in doc sharing**
- Develop a plan of care by using the concept map format found in **doc sharing**.

**Instructors will review specific guidelines for clinical prep. STUDENTS WHO ARE UNPREPARED FOR THE CLINICAL DAY WILL BE RELIEVED OF THEIR ASSIGNMENT AND RISK FAILING THE COURSE.**

#### **Clinical Assignments**

There are several written clinical assignments that are due according to the pacing schedule.

Students will be given a grade for the process recording and concept map assignments. Revisions of these assignments are not permitted and will not be

considered by clinical instructors.

Students will be given one opportunity to revise a journal submission. If the revision is unacceptable, the student will not receive credit for that journal.

1. **Process Recording\*** - See **Guidelines found in doc sharing** (submit 2 copies to clinical instructor).

2. **Concept Map\*** - Although a concept map is part of every clinical prep, students need to select one and submit for a grade. See **Guidelines found in doc sharing** (submit 2 copies to clinical instructor).

3. **Emergency Book Journals\*** - It is highly recommended that students submit journal assignments based on the assigned readings in "Stop Living Life Like and Emergency." Guidelines for these journal assignments can be found in **doc sharing**. Clinical faculty have discretion in deciding the due date and method that the journal assignments are to be submitted, i.e. as an e-mail attachment, using the Dropbox on e-college, or hard copy. Please refer to the **Guidelines for Clinical Journals in doc sharing**.

**\*All clinical assignments are to be submitted directly to the clinical instructor and not the nursing office on campus. If directed by nursing faculty to submit a written assignment to a faculty mailbox on campus, the assignment must be placed in an envelope, stamped by a Nursing Office Assistant with the date and time received, and placed in the wooden Dropbox in HBB by the student.**

**Clinical instructors reserve the right to request all assignments submitted electronically. Students will receive a Marginal or Dependent grade on the clinical evaluation tool under the behavior "communicates effectively with instructor: submits written assignments to faculty member on time", if clinical assignments are not submitted on time.**

**Other  
Clinical  
Guidelines**

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Please see section in Document Sharing entitled "Clinical Prep & Clinical Expectations" for other clinical guidelines and information.

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