

Cedar Crest College
Department of Nursing
Course Syllabus for NUR 309: Health Promotion I
SUMMER 2010

Prof. Karen Weeks

Office Hours: As posted on Office Door of Adjunct office

Title: NUR 309 Health Promotion I

Credit: 5 credits

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.

The deadline for withdrawal from courses for the Summer 2010 semester is calculated by the Registrar's office.

Prerequisites/ Co-requisite:

Prerequisite courses: Cumulative GPA of 2.5, minimum nursing pre- requisite GPA of 2.7, a minimum grade of C in all nursing pre-requisites is required.

Pre-requisite or co-requisite to NUR 309 is NUR 311 Health Assessment.

Placement: Junior Level, First Semester

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

Conceptual Framework:

The Cedar Crest College Nursing Faculty has adopted the Neuman Systems Model as an organizing framework to help explain the unique focus Nursing. This framework is a visual representation for thinking and learning about nurses and patients. This model is also a good way for nurses to think about stress and about prevention which is defined by Neuman as the primary nursing intervention.

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.**

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Teaching Methods:

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

Required Textbooks:

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

Craven, R., & Hirnle, C. (2009). *Fundamentals of nursing: Human health and function* (6th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins. --- **To access on-line materials students need to purchase a new book.**

Deglin, J. H., & Vallerand, A. H. (2011). *Davis's drug guide for nurses* (12th ed.). Philadelphia, PA: F. A. Davis.

Gyls, B. A., & Masters, R. M. (2010). *Medical terminology simplified: A programmed learning approach by body systems* (4th ed.). Philadelphia, PA: F. A. Davis Co.

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

Sieg, D. (2002). *Stop living life like an emergency! Rescue strategies for the overworked and overwhelmed*. Washington, D. C.: Regnery.

Smeltzer, S. C., Barre, B.G., Hinkle, J. L., & Cheever, K. H. (2010). *Brunner & Suddarth's textbook of medical - surgical nursing* (12th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Also Required:

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

Recommended Textbooks:

Kee, J. (2009). *Handbook of laboratory & diagnostic tests* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Myers, E. (2010). *RN notes: Nurse's clinical pocket guide* (3rd.ed.). Philadelphia, PA: F. A. Davis Co.

Nugent, P., & Vitale, B. (2008). *Test success: Test-taking techniques for beginning nursing students* (5th ed.). Philadelphia, PA: F. A. Davis Co.

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

Venes, D. (Ed.). (2009). *Taber's cyclopedic medical dictionary* (21st ed.). Philadelphia, PA: F.A. Davis Co.

Course Evaluation:

This course consists of 3 components: Cass or Theory, Clinical, Campus Lab

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.

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** or **campus lab** component of the course will receive a grade of **"F"** for that course.

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. There is no rounding up of final grades.

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.

Grading Scale:
Final Grades.

Grade Evaluation: Note: There is no rounding up of

100 - 93	A	79 - 77	C+	3 exams (17% each)	51 %
92 - 90	A-	76 - 73	C	Final cumulative exam	25%
89 - 87	B+	72 - 70	C-	Campus Lab	Pass/Fail
86 - 83	B	69 - 60	D	Video taping	Pass/Fail
82 - 80	B-	Below 60	F	Clinical Performance	Pass/Fail
				Process Recording	6%
				Concept Map	10%
				Clinical Journals	3%
				Quizzes	5%
				Total	100%

Honor Code:

Students are responsible for following the Cedar Crest College Honor Code - see the Cedar Crest College Student Handbook. It is students' responsibility to know the Honor Code and plagiarism statements.

The Honor Code will prevail at all times. Violations of the Honor Code during this course can result in failure of the course. Violation of the Honor Code can result in dismissal from the nursing program and the college.

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.

Work submitted from a previous course or assignment may not be re-submitted again even if it is

the student's original work. Consequence for re-submitting work is a 0 for the assignment.

(Penalties for academic dishonesty may be even more severe. See "Response to Academic Misconduct" in the Cedar Crest College Student Handbook).

Exam Policies:

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. Your obligations for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. 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 Document Sharing. Groups for Collaborative Testing will be assigned.

Exam Review:

Any student wishing to review an exam may make an appointment with the course instructor. There is no review of the final exam. Students will have the opportunity to ask questions related to the theoretical content evaluated on the exam, providing all students have taken the exam approximately one week following the scheduled exam.

Online Quizzes:

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

Students are to read the information in the Required Medical Terminology textbook in order to complete the Med Term quizzes. Medical terminology quizzes must be completed by the assigned due date. Students who have not completed the Medical Terminology quizzes by the established due date will lose the opportunity to receive credit for these quizzes.

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

Medical Terminology quizzes may only be taken one time.

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

Craven, R., & Hirnle, C. (2009). *Fundamentals of nursing: Human health and function* (6th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

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

Students may also find the skills videos on the web sites in course webliography helpful to view prior to lab and on-line lab quizzes.

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. You will have the opportunity to retake the lab quizzes to reinforce your knowledge of this material.

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.

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

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.

Pacing Schedule:

Please see Doc. Sharing for a pacing schedule of course outline, assigned readings and homework.

Course Policies and 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)

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

Hard Copy of Student Work: 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.

Documented Disabilities: 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.

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

Classroom Protocol:

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.

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. 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.

We 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.**

Appropriate classroom and clinical behavior is implicit in the Cedar Crest Honor code - see the Cedar Crest College Student Handbook.

Professional Behaviors: As outlined in the PROFESSIONAL EXPECTATIONS of Nursing Students and Faculty in the CCC Nursing Department Undergraduate Student Handbook will be followed. This includes DRESS CODE. Students are expected to provide safe and effective nursing care according to the standards of nursing practice.

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.

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

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.

Classroom Attendance - see the Cedar Crest College Student Handbook.

Clinical Attendance is mandatory.

Campus Lab Component

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.

The clinical instructor will 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.

The expectation of the campus lab is that nursing students act as patients for their peers to practice certain clinical skills. This role requires that students wear a patient gown with shorts and a tee shirt under the gown. If a student anticipates feeling uncomfortable in this position, she/he is encouraged to talk to clinical and/or course faculty.

As part of clinical hours, students are scheduled to videotape a skills scenario. Directions for the videotaping can be found in the Campus Lab packet (see doc sharing). Before the scheduled videotape date, students must show the clinical instructor evidence of having completed two scheduled practice sessions.

The practice sessions are to be verified by one of the lab instructors or their representatives. Students should utilize open lab hours for practice sessions or they will need to make an appointment to reserve lab time for these practice sessions. Bring the skills card, Campus Lab packet, and all materials required for videotaping to practice and videotaping sessions.

Skills testing include quizzes which are on-line (see on-line quizzes section of syllabus) and are a percentage of the total grade for 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, Bed making(occupied and unoccupied), Body mechanics, Bed bath & all hygiene, Range of Motion, Oral Hygiene(conscious and unconscious), Positioning (Side lying, 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.

Cedar Crest College Student Nurse dress code is to be followed during campus lab as this is a part of clinical.

Clinical Component

The students will receive a clinical schedule during the first week of class. Students are to follow the schedule for assignments in the clinical component and campus lab component of the course.

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.

Equipment needed for clinical: 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

Policies for Clinical and Lab include but are not limited to the following:

1. Students in the nursing program must follow all policies in the **Cedar Crest College Nursing Department Undergraduate Student Handbook** and all policies in the Cedar Crest College Student Handbook.
2. Arrival to clinical on time is expected to meet clinical objectives. 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. Clinical and Campus Lab Attendance is mandatory.
5. No student will 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. All students are to report to clinical no later than the times indicated on the clinical schedule found in document sharing.
7. 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.

8. 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

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

10. 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.

11. Students are responsible for behavior in accordance with the ANA professional code of ethics found in the textbook and the Code of Academic and Clinical Conduct adopted by the National Student Nurses' Association.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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.

17. 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.

18. 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.

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

20. 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).

21. Once students begin the part of the semester involving full clinical days at the health care facility, no student is permitted to leave the agency for lunch or other business. Students must stay on the hospital/ agency campus.

22. 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.

23. In the event of illness requiring the student to see a physician or nurse practitioner, accident resulting in injury, hospitalization or pregnancy, a statement from the attending physician or medical representative must be presented to the Nursing Department and must certify that the student is physically and emotionally able to continue active participation in the nursing program. A **clinical clearance form** must be submitted and upon approval the student may continue to pursue the program

24. Students are not permitted to act as official Interpreters for clients in the clinical setting.

Clinical Expectations: Please see Agency Expectations in Clinical unit of Course E-companion

Clinical Objectives: This experience will enable the student to:

1. Relate learning from other disciplines in meeting the holistic needs of selected individuals from diverse cultures.
2. Apply verbal and nonverbal principles of communication as a basis for the nursing process.
3. Use the nursing process to develop a plan of care based upon the individual's responses to the environment.
4. Participate as a member of the team in providing care to individuals.
5. Implement theory based nursing interventions.
6. Demonstrates knowledge of Teaching/Learning and Developmental Procedures.

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. CCC Student Nurse Dress code must be followed for clinical prep. Business casual clothing is permitted. Lab coat with CCC student nurse ID must be worn.

For clinical prep, students need to:

- Obtain permission from the patient to care for her/him
- Review the patient's chart, care plan 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.

1. **Process Recording*** - See Guidelines found in doc sharing (submit 1 hard copy to clinical instructor and submit 1 copy to electronic drop box).
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 1 copy to clinical instructor and submit 1 copy to electronic drop box*).
3. **Personal Plan of Self-Care*** – Students will submit 2 assignments based on the readings in "Stop Living Life Like and Emergency." Please refer to the Guidelines for Personal Plan of Self Care in doc sharing. (*Submit 1 copy to clinical instructor and submit 1 copy to electronic drop box*).

*All clinical assignments are to be submitted directly to the clinical instructor and not the nursing office on campus.

Policy for Submitting Assignments on Time:

Five points per day will be deducted for assignments submitted after the due date. This time frame includes weekend days. Assignments submitted five days past the due date will receive a grade of zero(0). Students are to discuss extenuating circumstances with clinical faculty prior to the assigned due date in order to be considered. Extenuating circumstances will be determined by faculty.

Additionally, students will receive a Marginal “M” or Dependent “D” grade on the clinical evaluation tool under the behavior "Communicates effectively with instructor: Submits written assignments on time to faculty member.”

It is the student's responsibility to obtain a stamp from the nursing secretary indicating the date and time the assignment was received. Assignments in question without a

stamped date and time will be counted as late. Assignments are not to be slid under the professor's door without a stamp indicating date and time.

Assignment Due Dates

	Wednesday Groups	Friday Groups		
Process Recording	June 23	June 25		Submit to course dropbox & as directed by your clinical instructor.
Concept Map	August 4	August 6		Submit to course dropbox & as directed by your clinical instructor.
Personal Plan of Self Care	Part I- June 9 Part II – Aug 4	Part I- June 11 Part II – Aug 6		Submit to course dropbox under appropriate clinical instructor's name.
Videotape	1 week following scheduled time to video tape	1 week following scheduled time to video tape		Submit to clinical instructor.
On-Line med term quizzes	Due by August 13	Due by August 13		
On-Line lab quizzes	See campus lab packet for schedule. No access after July 15	See campus lab packet for schedule. No access after July 15		

Revised/ Reviewed: 4/2010 jt