

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



Prof. Joan Timalonis, X3489

Office Hours: As posted on Office Door of HBB 22

On-line office hours may also accessed through the site listed below. Faculty will notify students of schedule for on-line meeting times.

<http://webmeeting.dimdim.com/portal/JoinForm.action?meetingRoomName=jttimalo>

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 Spring 2010 semester is Tuesday, April 13, 2010 by 4:00 PM.

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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Lab Coordinator:

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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. (2009). *Davis's drug guide for nurses* (11th ed.). Philadelphia, PA: F. A. Davis.

Gylys, 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. (2008). *Brunner & Suddarth's textbook of medical - surgical nursing* (11th 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. (2006). *RN notes: Nurse's clinical pocket guide* (2nd 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:

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

Grade Evaluation: Note: There is no rounding up of Final Grades.

3 exams (17% each)	51 %
Final cumulative exam	25%
Campus Lab	Pass/Fail
Video taping	Pass/Fail
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. Unnecessary distractions include, but are not limited to late arrivals, disturbances due to cellular phones, pagers, laser pointers, passing notes, and private conversations. 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.**

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.

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, 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.

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.

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** (found in doc sharing) 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.

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

- Clean uniforms with student CCC Nursing 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.

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

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

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.

Assignment/Activity:

1. **The evening prior to the assigned clinical day, students report to the clinical agency, select a patient, review the chart and Kardex.**
2. On the assigned clinical day, students report to clinical by **0645**. Students are in **pre-conference from 0700 to 0830**, then on the unit until **from 0830 to 1400**. **Post conference is from 1400 to 1500**.
3. **Due to the late start, students will not take 0800 vital signs.**
4. **Students will perform basic nursing care** for patients with assistance/ supervision including bathing, vital signs, blood glucose monitoring, transfers to a chair or litter, Range of Motion, feeding and helping with elimination.
5. Students in the N309 clinical **do NOT give medications**.
6. **Near the end of the rotation**, students may **document** on the patient vital signs flow sheet and intake and output flow sheet.

Responsibilities of Faculty:

1. Supervise students during the experience and maintain appropriate records related to the assignments.
2. Provide the agency with the clinical schedule prior to the start of the experience.
3. Promptly notify the agency of any change in schedule or assignment.
4. Communicate with the members of the health care team of any changes in the patient status.

5. Evaluate the students according to the clinical objectives stated above.

Responsibilities of the Student:

1. Report to the clinical agency the evening before the scheduled clinical day to select a patient assignment.
2. Post the patient assignment in the designated area.
3. Arrive at clinical prepared to care for the selected patient using skills learned in NUR 309 and NUR 311.
4. Review Kardex of the patient on the morning of clinical for any changes in patient status.
5. Communicate with the assigned RN and clinical instructor throughout the day and immediately report any changes in the patient status.
6. Assist other members of the health care team with skills that have been checked off by the clinical instructor.

Responsibilities of the Agency Personnel:

1. Communicate any problems immediately to the clinical instructor.
2. Assist students in selection of patients for their assignments.
3. Answer questions the students may have concerning care of the assigned patient as time permits.
4. Help students locate appropriate resources to use when preparing to care for and implementing care for the selected patient.

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.

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**

1. Professional Dress is **REQUIRED** and includes name pin and lab coat. 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
2. Prep is typically completed the night before an assigned clinical experience.
 3. Students may prep after 1530 hours so as not to interfere with the change of shift report.
 4. Students are encouraged to consult with the nurses on the assigned unit as well as the patient Kardex and chart when selecting a patient assignment.
 5. Patient selection should also be guided by the current skills being learned and tested on in campus lab and by the theory that is being presented in N309 and N311 class.
 6. Students are advised to introduce themselves to the prospective patient to gain permission to care for them the next day. This introduction is ideally done before researching the patient's chart.
 7. Students should be aware of the possibility of their patient being discharged or scheduled for a procedure, ie surgery, when making their patient selection.
 8. Students are advised to document their patient selection on the CEDAR CREST COLLEGE CLINICAL ASSIGNMENT SHEET and post this assignment on the unit's designated bulletin board. Please use initials and not patient's names to violate confidentiality.
 9. Students are expected to prepare for their clinical assignment using the prep sheet discussed during orientation. Resources for obtaining the necessary information include the patient's chart, the patient and family members, the nurse and other members of the health care team, and the medical-surgical textbooks outlined on the 309 syllabus.
 10. Students are not permitted to remove a patient's chart from the nurses' station, and must inform the unit secretary they are using that chart.
 11. Students are not permitted to Xerox copy any portion of the patient's chart.
 12. If a selected patient requires a procedure that the student is not familiar with, the student at least must review the concepts of that procedure or piece of equipment and verbalize these principles to the nursing instructor.

13. The student is encouraged to select patients that challenge them at the level in order to meet the clinical objectives for the course.
14. Students must prepare a plan of care for selected patient using the concept map template for each clinical day.

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 dropbox).
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 dropbox*).
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 dropbox*).

*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

	Monday Groups	Friday Groups	W/End Groups		
Process Recording	Feb. 22	Feb 26	Feb 27	Submit to course dropbox & as directed by your clinical instructor.	
Concept Map	April 19	April 23	April 10	Submit to course dropbox & as directed by your clinical instructor.	
Personal Plan of Self Care	Part I- Feb. 4 Part II - April 29th	Part I- Feb.4 Part II - April 29th	Part I- Feb. 4 Part II – April 29th	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	1 week following scheduled time to video tape	Submit to clinical instructor.	
On-Line med term quizzes	Due May 5 by 2359	Due May 5 by 2359	Due May 5 by 2359		
On-Line lab quizzes	See campus lab packet for schedule. No access after March 12 at 2359	See campus lab packet for schedule. No access after March 12 at 2359	See campus lab packet for schedule. No access after March 12 at 2359		

Revised/ Reviewed: 12/09 jt