



Course Syllabus
NUR 102
Fundamentals of Nursing II/Lab/Clinical

Credit Hours: 4.5 (24 lecture hours, 12 lab hours, 48 clinical hours)

Course Length: 6 weeks

Room: Virtual

Lab: Thursdays Weeks 1, 3, and 5

COURSE	NUR 102 Fundamentals of Nursing II/Lab/Clinical
INSTRUCTOR	
LAB	
METHOD OF DELIVERY	Online
REVISED	May 2022

REQUIRED TEXTS:

Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A. (2021). *Fundamentals of nursing* (11th ed.). Elsevier.

Jarvis, C. (2020). *Physical examination & health assessment* (8th ed.). Elsevier

Ackley, B. J., Ladwig, G. B., Flynn, M. M. B., Martinez-Kratz, M. R., & Zanotti, M. (2020). *Nursing diagnosis handbook: an evidence-based guide to planning care* (12th ed.). Elsevier.

Kizior, R. J., & Hodgson, K. J. (2023). *Saunders nursing drug handbook 2023*. Elsevier.

Pagana, K. D., Pagana, T. J., & Pagana, T. N. (2021). *Mosby's diagnostic and laboratory test reference* (15th ed.). Elsevier.

OTHER RESOURCES:

Assessment Technologies Institute. (2021). *ATI Fundamentals for nursing. Content Mastery Series – Review Module*. (10.0 ed.). Assessment Technologies Institute.

Elsevier. (2020) *Student Resources for Physical examination & health assessment* (8th ed.). Elsevier

Additional Required Course Materials: Nursing 101 Skills Lab Supply Kit

PREREQUISITES: NUR 101

COREQUISITES: APN 103

COURSE DESCRIPTION: Continuing from NUR 101 this course expands the beginning nursing student's basic understanding of the study of nursing through the continued discussion of the core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning, and lifelong learning. This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. The role of the nurse as a member of the health care team is emphasized. In addition, the course content includes the discussion and application of nursing care through the assessment of systems including cardiovascular, respiratory, gastrointestinal, genitourinary, endocrine, and fluid and electrolytes. The skills are related to the individual systems and include but are not limited to the following: assessment of the specific systems, intravenous therapy, oxygen therapy, nutrition and digestion, feeding, elimination, specimen collection, documentation, and the nursing care planning related to the care. At the conclusion of this course, the student should demonstrate competency in performing basic nursing skills for individuals with common health alterations. This is the first course that includes a clinical experience that offers opportunities to apply the basic principles and skills of nursing practice in a clinical setting.

This syllabus is subject to change in order to meet the needs of all students and consequently, to assist the school in producing employable graduates.

TEACHING METHODS

Narrated lectures, weekly powerpoint presentations, assigned readings, face-to-face discussions, small group discussions, selected videos/media, written assignments, clinical journal entries, and assigned ATI Modules.

LABORATORY COMPONENT: The laboratory component of the course grade is pass/fail. All ATI skill assignments and lab participation and discussion are calculated into the laboratory grade as one grade. Students must complete all ATI assignments prior to arriving for Laboratory.

CLINICAL: The clinical grade is incorporated into the final course grade. The clinical component is graded on the basis of pass/fail. Failure in either theory, lab, or clinical will automatically result in failure of the course. Students must satisfactorily achieve 90% of course outcomes on the clinical evaluation tool. This will result when a student demonstrates a sufficient number of behaviors in each required clinical course outcome (see clinical evaluation tool specific to each course). As outcomes are achieved in each nursing course, the student is expected to transfer the learning to each clinical arena. Clinical learning assessment tools such as care plans, concept maps, and observational papers will be graded based upon established grading rubrics for each assignment and will assist in determining a pass/fail achievement for the clinical experience.

ATI MODULES: Students must complete all areas of the modules assigned including the drills. Take the test that accompanies each assigned ATI module. You must achieve a score a 90%. You may take each ATI module test multiple times to achieve a passing score of 90%. To receive credit for the assigned ATI modules, you must print a transcript showing completion of the module and test score of 90%. This certificate must be submitted to your course faculty by the assigned due date.

Methods of Student Assessment/Evaluation

Assignment	Points toward Final Grade	Week Due	Course Outcomes
Exams	70%	Week 2 (Week 1 Concepts) Week 3 (Week 2 Concepts) Week 4 (Week 3 Concepts) Week 5 (Week 4 Concepts) Week 6 (Cumulative Exam)	1,2,3,4,5,6,7, and 8
Assignments/ Discussions	30%	As assigned	
Laboratory	Pass/Fail	As assigned	1,2,3,4,5,6,7, and 8
Clinical	Pass/Fail	As assigned	
Total	100%		

COURSE OUTCOMES:

COURSE OUTCOME	LEVEL 1 OUTCOMES (L1)	END-OF-PROGRAM OUTCOMES (EPSLO)/ROLE SPECIFIC OUTCOMES
1. Examine the effect of biological, psychosocial, spiritual, environmental and ethnocultural variables impacting the patient's health status on the health-illness continuum	Level I Outcome: With guidance examine barriers and challenges confronting the nurse with regard to developmental stages and culturally diverse patient characteristics across the lifespan	6.1 EPSLO #5: Conducts caring, holistic, comprehensive and focused patient assessments applying developmentally and culturally appropriate plans of care for individuals, families, and communities across the lifespan.
2. Perform nursing skills with guidance, using available technology, to meet standards of efficacy and safety.	Level I Outcome: Make guided judgments when critiquing research findings by examining the relationships between evidenced-based decision-making and successful patient outcomes in nursing practice.	6.1 EPSLO #3: Utilize evidence-based findings and best practice to inform one's nursing care of individual's families, communities, and populations that promotes quality and safety for the highest level of health outcomes.
3. Apply the principles of proper body mechanics so as to conserve energy and decrease the potential for strain, injury, and fatigue for the nurse and to promote the safety of the clients.	Level I Outcome: Utilize guided exploration to discover the importance of the concepts of power, empowerment, autonomy and advocacy in relationships within the health care environment.	6.1 EPSLO #7: Apply leadership knowledge, skills, and competencies as a decision-maker in the provision of safe, caring, quality nursing care of all patients.
4. Identify the role of scholarly activities and evidenced based research for beginning professional practice.	Level I Outcome: Make guided judgments when critiquing research findings by examining the relationships between evidenced-based decision-making and successful patient outcomes in nursing practice.	6.1 EPSLO #3: Utilize evidence-based findings and best practice to inform one's nursing care of individual's families, communities, and populations that promotes quality and safety for the highest level of health outcomes.
5. Demonstrate delivery of nursing care within the parameters of the Nurse Practice Act, ANA Nursing Standards of Care, and the Nursing Code of Ethics.	Level I Outcome: With guidance examines the concepts of power, empowerment, autonomy, advocacy and ethics related to the developing role of a professional nurse.	6.1 EPSLO #4: Practice as a registered professional nurse according to the standards of professional nursing practice based on core values of the nursing profession within one's scope of practice.
6. Initiate judgments in practice, substantiated with evidence, that integrates nursing science in the provision of safe, quality care that promotes the health of clients.	Level I Outcome: With guidance identify the components of caring and the nursing process to implement safe nursing care to culturally diverse persons, families, communities, and populations	6.1 EPSLO #2: Provides safe, competent, evidence-based nursing care to individuals, families and communities through promotion, maintenance and restoration of health; prevention of illness while maintaining physical, emotional and spiritual

COURSE OUTCOME	LEVEL 1 OUTCOMES (L1)	END-OF-PROGRAM OUTCOMES (EPSLO)/ROLE SPECIFIC OUTCOMES
	making guided judgments within the context of health and the promotion of wellness including physical, emotional and spiritual aspects of value formation.	support for diverse and unique patient populations across the life span.
7. Display behaviors which exemplify belief in an individual's worth and dignity.	Level I Outcome: Utilize guided discovery to identify how personal beliefs, values, interest and experiences contribute to the development of the professional self.	6.1 EPSLO #8: Exhibit Watson's Theory of Caring by engaging in caring and therapeutic nursing care promoting a positive nurse-patient relationship that respects the dignity, worth and uniqueness of self and others.
8. Demonstrate effective communication skills with clients, families, significant others and health team members in the healthcare setting.	Level I Outcome: Utilize guided communication techniques and principles that support effective communication.	6.1 EPSLO #9: Apply therapeutic communication skills using verbal, written, non-verbal, and emerging technology methods to communicate effectively with Interprofessional health care providers and other nurses with open communication, mutual respect, and shared-decision-making.

COURSE OUTLINE:

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
Week 1	Activity and Exercise Immobility Sleep Mobility and Positioning Sensory Alterations	- Give examples of common barriers to active involvement of patients in their own health care processes by assessing their activity intolerance. - Identify positioning techniques that would aid in reducing the risk of harm to a client such as pressure ulcers, contractures, etc. - Explain the use of proper body mechanics to reduce the risk of harm to self and patient. - Utilize evidence-based research regarding the effects of immobility on each body system to understand the effects of immobility on the client. - Minimize risk of harm to the client when completing techniques of ROM. - Explain best practice to safely assist a client with ambulation and use of canes, crutches, and walker - Summarize the levels of physical and emotional comfort by understanding the normal stages of sleep and recognizing the function of sleep. - Examine the role of the Interprofessional healthcare team in caring for patients with impaired sleep cycles - Describe how teamwork improves outcomes of a client experiencing common sensory changes that occur normally with aging.	Class Assignments - Read chapters 38, 39, 43, & 49 in <i>Fundamentals of Nursing</i> textbook. - Read chapters 23 & 24 in <i>Physical Examination and Health Assessment</i> textbook. - Read chapters 31, 38, 40, & 45 in <i>ATI RN Fundamentals for Nursing</i> Review the Evolve Animations for <u>Chapter 23 Musculoskeletal System</u> prior to listening to the lectures for this week. Review the Evolve Animations for <u>Chapter 24 Neurologic System</u> prior to listening to the lectures for this week. - Listen to online lecture. Use to supplement notes from readings. Discussion Question: Create individual response to discussion post and respond to two peers. Evolve Assessment Video: Students are to watch the video for <u>Chapter 23 Musculoskeletal System</u> prior to attending the first lab. Evolve Assessment Video: Students are to watch the video for <u>Chapter 24 Neurologic System</u> prior to attending the first lab. Health Assessment NCLEX-Style Questions Assignment: Evolve Chapter 23. Students must complete the NCLEX review questions. Students can retake the	2 hours 1 hour 0.5 hour 0.1 0.1 4.5 hours 1.5 hours 0.1 hours 0.1 hour 0.5 hour 0.5 hour 3 hours 3 hours 1 hour Total: 17.9 hours

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
		Explain how to promote client safety for those clients with a sensory alteration.	assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas. 11. Health Assessment NCLEX-Style Questions Assignment: Evolve Chapter 24. Students must complete the NCLEX review questions. Students can retake the assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas. 12. Assignment: <u>Concept Map (due 11:59 Sunday, Week 3).</u> Learning to think like a nurse requires students to make connections between the physical, psychosocial, and pathophysiology of a client. The concept map will help the student to create the care plan where students will identify two priority nursing diagnoses and interventions. Students should have a client chosen for the Concept Map and Care Map assignments by the end of the clinical day on Week 2 and collect all necessary information to complete the assignments. 13. LAB: Students should look at the lab schedule at the end of this syllabus for the scheduled dates and course content covered.	

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			All ATI Skills modules must be completed prior to the start of the lab. These are your Admission Tickets to the lab. If a student has not completed the required ATI assignments, they will not be permitted into the lab for that session. - Mobility - Nutrition - Bowel Elimination - Ostomy Care - Nasogastric Tube - Enteral Feedings 14. Clinical: Students need to complete the Clinical Journal and have uploaded by 11:59pm Sunday. Clinical Journal templates are found on Canvas with the rubric used for grading. 15. Clinical: Students should complete the clinical assignments provided to them each week. While students do not need to upload these for grading in NUR 102, these will be graded in NUR 103. Learning to use these assessment tools will help you transfer your weekly course content to the clinical setting. Students will have weekly online course time with the instructor on dates posted. While these online course discussions are not mandatory, students are encouraged to attend as course content will be included in active learning strategies.	

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			Review the Test Plan on Week 1 course content in preparation for upcoming Exam 1	
Week 2	Nutrition and Diet Assessment Fluid and Electrolytes Bowel Elimination Oral Hydration Nasogastric and Enteral Feedings	- List factors that affect nutrition and recognize factors that can lead to malnutrition. - Identify key safety factors and conditions predisposing a patient to aspiration. - Utilize evidence-based practice to provide safe care for the client receiving enteral and parenteral nutrition. - Identify reasons for a client's hesitancy in discussing elimination. - Summarize the psychological and physiological factors that influence bowel elimination. - Identify common causes for constipation and implement nursing interventions to promote normal bowel patterns. - List various stool diversion routes and describe the stool consistence of each. - Utilize evidence-based-practice and standards of professional guidelines to care for a client with fluid or electrolyte imbalances. - Illustrate how electrolyte imbalances can affect the physiological state of a client.	Class Assignments 1. Read chapters 42 (pp. 1042-1051, 1054-1078), 45, & 47 in <i>Fundamentals of Nursing</i> Textbook. 2. Read chapters 12, 22, & 26 in <i>Physical Examination and Health Assessment</i> textbook. 3. Read chapters 29, 39, 43, 52, 54, 57, & 58 in <i>ATI RN Fundamental for Nursing</i> Edition 10.0 4. Review the Evolve Animations for <u>Chapter 22 Abdomen</u> prior to listening to the lectures for this week. 5. Review the Evolve Animations for <u>Chapter 26 Anus, Rectum, and Prostate</u> prior to listening to the lectures for this week. 6. Listen to online lecture. Use to supplement notes from readings. 7. Supplemental Video – Fluid and Electrolytes. Watch this video to help you understand the concepts with fluid and electrolyte balance.	1. 2 hours 2. 2 hours 3. 1 hour 4. 0.1 hour 5. 0.1 hour 6. 4.5 hours 7. 0.5 hour 8. 1.5 hours 9. 0.5 hour 10. 0.1 hours 11. 0.5 hour 12. 0.5 hour 13. 0.5 hour 14. 1 hour 15. 1 hour Total: 15.8 hours

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			https://www.youtube.com/watch?v=-PaHC8fleO0 8. Discussion Question: Create individual response to discussion post and respond to two peers. 9. Inputs and Outputs – in this quiz, determine the mL of fluid inputs and outputs for the questions. 10. Evolve Assessment Video: Students are to watch the video for <u>Chapter 22 Abdomen</u> prior to attending the first lab. 11. Health Assessment NCLEX-Style Questions Assignment: <u>Evolve Chapter 12.</u> Students must complete the NCLEX review questions. Students can retake the assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas. 12. Health Assessment NCLEX-Style Questions Assignment: <u>Evolve Chapter 22.</u> Students must complete the NCLEX review questions. Students can retake the assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas. 13. Health Assessment NCLEX-Style Questions Assignment: <u>Evolve Chapter 26.</u> Students must complete the NCLEX review questions. Students can retake the assessment questions as many times as	

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas. 14. Clinical: Students need to complete the Clinical Journal and have uploaded by 11:59pm Sunday. Clinical Journal templates are found on Canvas with the rubric used for grading. 15. Clinical: Students should complete the clinical assignments provided to them each week. While students do not need to upload these for grading in NUR 102, these will be graded in NUR 103. Learning to use these assessment tools will help you transfer your weekly course content to the clinical setting. 16. Exam # 1: On Week One material Students will have weekly online course time with the instructor on dates posted. While these online course discussions are not mandatory, students are encouraged to attend as course content will be included in active learning strategies. Review the Test Plan on Week 2 course content in preparation for upcoming Exam 2	
Week 3	Skin Integrity and Wound Care Medical and Surgical Asepsis	- Summarize management of a client with factors that impair wound healing or pressure ulcers. - Identify those clients most at risk for impaired skin integrity.	Class Assignments: - Read chapters 48 in <i>Fundamentals of Nursing</i> textbook. - Read chapter 13 in <i>Physical Examination and Health Assessment</i> textbook.	1 hour 0.5 hour 0.5 hour 0.10 hour 2.25 hours

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
	Infection Control	• Give examples of those sites most at risk for pressure ulcer formation. • Describe the components of patient assessment indicating normal/abnormal wound healing in primary and secondary intention wounds • Utilize the Braden Scale to assess and adult patient's risk of altered skin integrity and decreased mobility in pre-peri, and post-operative areas • Give examples of medical versus surgical asepsis. • Recognize the importance of prevention of infection for those clients with various types of wound drainage devices. complete the NCLEX review questions. Students can retake the assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas.	3. Read chapter 45 & 55 in <i>ATI RN Fundamentals of Nursing</i> Edition 10.0. 4. Review the Evolve Animations for <u>Chapter 13 Skin, Hair, and Nails</u> prior to listening to the lectures for this week. 5. Listen to online lecture. Use to supplement notes from readings 6. Discussion Question: Create individual response to discussion post and respond to two peers. 7. Health Assessment NCLEX-Style Questions Assignment: Evolve Chapter 13 Skin, Hair, and Nails. Students must complete the NCLEX review questions. Students can retake the assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas. 8. Assignment: <u>Care Plan (due 11:59pm Sunday, Week 5)</u>. Learning to think like a nurse requires students to make connections between the physical, psychosocial, and pathophysiology of a client. The care plan will use the information gathered for the concept map to help the student identify two priority nursing diagnoses and interventions supported by nursing literature. The nursing care plan must include at least three (3) additional nursing	6. 1.5 hours 7. 0.5 hour 8. 0.5 hour 9. 3 hours 10. 1 hour 11. 2 hours 12. 1 hour Total: 14.35 hours

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			scholarly journal references outside of the assigned course readings (published in the last five years). Use of allied health literature (medicine, physical therapy, occupational therapy, and so on) will not count to the required number of sources. Websites will not count as scholarly articles regardless of the source. 9. Clinical: Students need to complete the Clinical Journal and have uploaded by 11:59pm Sunday. Clinical Journal templates are found on Canvas with the rubric used for grading. 10. Clinical: Students should complete the clinical assignments provided to them each week. While students do not need to upload these for grading in NUR 102, these will be graded in NUR 103. Learning to use these assessment tools will help you transfer your weekly course content to the clinical setting. 11. LAB: Students should look at the lab schedule at the end of this syllabus for the scheduled dates and course content covered. All ATI Skills modules must be completed prior to the start of the lab. These are your Admission Tickets to the lab. If a student has not completed the required ATI assignments, they will not be permitted into the lab for that session.	

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			- Wound Care - Urinary Elimination 12. Exam 2 on Week 2 content Students will have weekly online course time with the instructor on dates posted. While these online course discussions are not mandatory, students are encouraged to attend as course content will be included in active learning strategies. Concept Map Assignment Due. Upload into Canvas by 11:59pm Sunday, Week 3 Review the Test Plan on Week 3 course content in preparation for upcoming Exam 3	
Week 4	Urinary Elimination	• Explain nursing measures that may reduce the incidence urinary tract infections. • Give examples of nursing interventions with a client experiencing urinary incontinence. • Recall the various urinary catheter appliances utilized in nursing and the proper interventions for each.	Class Assignments 1. Read Chapter 46 in <i>Fundamental of Nursing</i> Textbook 2. Read chapters 18, 25 & 27 in <i>Physical Examination and Health Assessment</i> textbook. 3. Read chapters 44 in <i>ATI RN Fundamental for Nursing</i> 10.0. 4. Review the Evolve Animations for <u>Chapter 18 Breasts, Axillae, and Regional Lymphatics</u> prior to listening to the lectures for this week. 5. Review the Evolve Animations for <u>Chapter 25 Male Genitourinary System</u>	1. 1 hours 2. 2 hours 3. 0.25 hour 4. 0.1 hour 5. 0.1 hour 6. 0.1 hour 7. 3 hours 8. 1.5 hours 9. 0.1 hour 10. 0.1 hour 11. 0.5 hour 12. 0.5 hour 13. 0.5 hour 14. 0.5 hour

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			prior to listening to the lectures for this week. 6. Review the Evolve Animations for <u>Chapter 26 Female Genitourinary System</u> prior to listening to the lectures for this week. 7. Listen to online lecture. Use to supplement notes from readings 8. Discussion Question: Create individual response to discussion post and respond to two peers. 9. Evolve Assessment Video: Students are to watch the video for <u>Chapter 18 Breasts, Axillae, and Regional Lymphatics</u> prior to attending the first lab. 10. Evolve Assessment Video: Students are to watch the video for <u>Chapter 25 Male Genitourinary System</u> prior to attending the first lab. 11. Unfolding Case Study Part I and Part II Pelvic Inflammatory Disease: Complete the two components of this unfolding case study recognizing the signs and symptoms of PID and signs of infection. 12. Health Assessment NCLEX-Style Questions Assignment: <u>Evolve Chapter 18.</u> Students must complete the NCLEX review questions. Students can retake the assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points.	15. 1 hour 16. 1 hour Total: 12.25 hours

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			Upload a screenshot of your results into Canvas. 13. Health Assessment NCLEX-Style Questions Assignment: Evolve Chapter 25. Students must complete the NCLEX review questions. Students can retake the assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas. 14. Health Assessment NCLEX-Style Questions Assignment: Evolve Chapter 26. Students must complete the NCLEX review questions. Students can retake the assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas. 15. Clinical: Students need to complete the Clinical Journal and have uploaded by 11:59pm Sunday. Clinical Journal templates are found on Canvas with the rubric used for grading. 16. Clinical: Students should complete the clinical assignments provided to them each week. While students do not need to upload these for grading in NUR 102, these will be graded in NUR 103. Learning to use these assessment tools	

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			will help you transfer your weekly course content to the clinical setting. 17. Exam # 3: On Week Three material Students will have weekly online course time with the instructor on dates posted. While these online course discussions are not mandatory, students are encouraged to attend as course content will be included in active learning strategies. Review the Test Plan on Week 4 course content in preparation for upcoming Exam 4	
Week 5	Fluid, Electrolytes, Acid/Base Balance Fluid imbalances Electrolyte imbalances	Explain acid/base imbalances and the implications on patient care.	Class Assignments - Read Chapters 8 & 42 (pp. 1051-1075) in <i>Fundamental of Nursing</i> textbook - Read chapters 32 in <i>Physical Examination and Health Assessment</i> textbook. - Read chapters 25 in <i>ATI RN Fundamental for Nursing</i> 10.0. - Listen to online lecture. Use to supplement notes from readings Discussion Question: Create individual response to discussion post and respond to two peers. Acid Base Balance: Complete the quiz on to determine the type of acid-base imbalance and whether the results are uncompensated, partially compensated, or compensated	1 hour 0.5 hour 0.25 hour 1.5 hours 1.5 hours 0.5 hour 1 hour 0.5 hour 1 hour 2 Hours 1 Hour Total: x hours

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			7. ATI Assignment: Learning Systems RN: Fundamentals 1- Complete the practice exam. You must achieve a 90% on this exam (exam may be taken multiple times) 8. Health Assessment NCLEX-Style Questions Assignment: <u>Evolve Chapter 32</u>. Students must complete the NCLEX review questions. Students can retake the assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas. 9. Clinical: Students need to complete the Clinical Journal and have uploaded by 11:59pm Sunday. Clinical Journal templates are found on Canvas with the rubric used for grading. 10. Clinical: Students should complete the clinical assignments provided to them each week. While students do not need to upload these for grading in NUR 102, these will be graded in NUR 103. Learning to use these assessment tools will help you transfer your weekly course content to the clinical setting. 11. LAB: Students should look at the lab schedule at the end of this syllabus for	

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
			the scheduled dates and course content covered. All ATI Skills modules must be completed prior to the start of the lab. These are your Admission Tickets to the lab. If a student has not completed the required ATI assignments, they will not be permitted into the lab for that session. - Specimen Collection - Blood Administration 12. Exam # 4: On Week Four material Students will have weekly online course time with the instructor on dates posted. While these online course discussions are not mandatory, students are encouraged to attend as course content will be included in active learning strategies. Care Plan Assignment Due: Upload assignment into Canvas by 11:59pm Sunday, Week 5 Review the Test Plan for comprehensive final of Weeks 1-6.	
Week 6	Self-Concept Spiritual Health Stress and Coping	• Describe how an individual's self-concept influences health • Discuss how body image, gender identity and sexual orientation are influenced by self-concept	Class Assignments 1. Read chapters 33, 35, & 37 in <i>Fundamental of Nursing</i> textbook 2. Read chapters 5 in <i>Physical Examination and Health Assessment</i> textbook. 3. Read chapter 23 in <i>ATI RN Fundamentals for Nursing 10.0</i>	1. 1 hours 2. 0.5 hour 3. 0.5 hour 4. 1.25 hours 5. 1.5 hours 6. 0.5 hour

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
		- Describe what physiological changes take place when a person is under consistent stress - Describe the different factors that contribute to stress - Describe the factors that influence a person's ability to cope under stress - Discuss the nurse's role in performing a stress and coping assessment and collaborative interventions - Give example of communication skills that may be utilized when conducting a spiritual assessment. - Identify specific actions the nurse needs to take if faced with a legal issue - Explain constitutional, civil, and criminal law - Define the scope of nursing practice in the state where one expects to practice - Utilize technological resources to investigate malpractice insurance regarding the student nurse. - Give examples of how health information is protected when utilizing the EHR and observing HIPAA rules. - Summarize personal and professional values and recognize their impact on decision making and professional behavior.	- Listen to online lecture. Use to supplement notes from readings Discussion Question: Create individual response to discussion post and respond to two peers. Health Assessment NCLEX-Style Questions Assignment: <u>Evolve Chapter 5</u>. Students must complete the NCLEX review questions. Students can retake the assessment questions as many times as necessary to achieve the 90% required to be awarded the assignment points. Upload a screenshot of your results into Canvas. Clinical: Students need to complete the Clinical Journal and have uploaded by 11:59pm Sunday. Clinical Journal templates are found on Canvas with the rubric used for grading. Clinical: Students should complete the clinical assignments provided to them each week. While students do not need to upload these for grading in NUR 102, these will be graded in NUR 103. Learning to use these assessment tools will help you transfer your weekly course content to the clinical setting. Final Comprehensive Exam: On all content in NUR 102. Students will have weekly online course time with the instructor on dates posted. While these online course discussions are not mandatory, students are encouraged	1 hours 1.5 Hours Total: 7.75 hours Total Cumulative hours: 78.3

Week	Topic	Learning Objectives	Activities/Assignments	Completion Time for Out-of-Class Assignments
		Define the role of ethics in professional nursing.	to attend as course content will be included in active learning strategies.	

NUR 102: Fundamentals of Nursing II

Lab Description

Each ATI assignment for Lab is an Admission Ticket. The lab instructor will be checking each student to ensure that the assignments were completed with a 90% prior to lab. After successfully completing the ATI activity, download the report and load in the appropriate week in the ATI Lab section of Canvas in NUR 102 course shell. **If the student did not complete the assignments for that week, the student will not be permitted into lab and will receive a “0” for that week.** Lab is a pass/fail course. Each ATI assignment is worth points.

Complete the following assignments in ATI. The posttest must be completed with a score of 90% prior to entering the lab. Please see the syllabus and Canvas for due dates for each assignment.

ATI Skills Module 3.0

- Mobility
- Nutrition
- Bowel Elimination
- Ostomy Care
- Nasogastric Tube
- Enteral Feedings
- Wound Management
- Urinary Elimination
- Specimen Collection
- Blood Administration

NUR 102 Lab Skills

Musculoskeletal

Absence of joint swelling and tenderness

ROM

Extremities are symmetrical and in alignment

Ambulate with steady gait

Fall risk assessment

Transferring a client and body mechanics

Assisting a client to a sitting position

Place nonskid footwear on

Stand with feet apart and knees flexed

Rock client to standing position on count of three

Pivot on foot that was farthest from chair

Integumentary

Skin warm and dry, intact, skin color within client's norm, turgor

Lesions, rashes, redness, breakdown

Surgical site and/or dressing

IV site, asymptomatic (no phlebitis, no infiltration)

Gastrointestinal

Abdomen soft, non-tender
Bowel sounds audible in all four quadrants
No pain with palpation x 4 quad
If eating, tolerates diet, no n/v or diarrhea
Continent of stool, last BM

NG tube insertion

Place client in Fowler's position
Occlude nares to check patency
Measure tube
Provide cup with straw
Lubricate tube
Insert tube
Verify placement
Secure

Ostomy appliance application

Position client
Place towel on abdomen
Remove old pouch and provide skin care
Measure and cut opening of wafer to fit stoma
Apply wafer
Ensure seal on appliance bag
Properly dispose of old pouch

Genitourinary

Able to empty bladder completely and without pain
Continent of urine/last void
Urine clear and yellow to amber

Foley Catheter Insertion

Maintain sterile asepsis while opening kit
Proper application of sterile gloves
Lubricate tip of catheter
Cleanse using proper technique
Maintain sterility of catheter
Use nondominant hand to retract foreskin or separate labia
Advance catheter
Secure in place

DEFINITION OF QUARTER CREDIT HOUR/ACADEMIC YEAR: The College measures and awards credits using quarter credit hours. The College operates on a quarter term calendar year. A quarter term is between 10 and 12 weeks in length.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; OR
- (2)
- (3) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Credit will be calculated based on the following credit hour equivalencies: One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum.

A standard contact/class hour is generally 50 minutes in length and appropriate breaks. A student is considered to be full-time when carrying 12 or more credit hours per term. The definition of an academic year for Title IV purposes is 36 quarter credit hours and 30 weeks.

HOURLY REGULATION: The criteria for quarter hour conversion is as follows:

10 hours (lecture) = 1 credit hour
20 hours (lab) = 1 credit hour
30 hours (externship) = 1 credit hour

Therefore, a lecture course consisting of 4 credits mandates 40 hours (10 hours of lecture x 4 credits) of instruction. Each class is scheduled as follows:

100 minutes of instructions four days per week. A classroom hour is defined as 50 minutes of instruction, so each day there are 2.0 hours of instruction. The course runs six weeks, so 2.0 hours per day x 4 days x 6 weeks = 48 hours of instruction. Scheduling classes in this manner exceeds the requirement by 8 hours, which provides an allowance for vacation, holidays, cancellations of classes, etc.

CLASS ASSIGNMENTS: Class assignments are expected to be completed in order to help the student be better prepared for classroom material. Class assignments include readings, homework, quiz/test preparation, project completion, etc. An estimated amount of 20 hours of outside preparation is expected.

CLASS SCHEDULE: Class work is done asynchronously and hybrid (course work online; lab and clinical is in-person). Students are encouraged to attend weekly scheduled faculty learning sessions. Please see the Campus Director for a complete schedule.

LECTURE TIME ALLOCATION: A standard contact (class hour) generally is 50 minutes in length and the appropriate break(s). A student is considered to be full time when carrying 12 or more credit hours per quarter term. The definition of an academic year for Title 4 purposes is 36 quarter credit hours and 30 weeks.

FULL TIME COURSE LOAD EXPLANATION: Any student who is taking a full time course load from the academic institution can expect the following time dedication. Students are advised that a full course load is equivalent to a full time job.

12-15	+	24-30	=	36-45
Class Hours		Hours of Homework		Hours of Work Each Week

RESPONSIBILITY OF STUDENT & ACADEMIC INSTITUTION: The student and academic institution have an underlying responsibility to each other. The academic institution prides itself on providing quality education to each student with academic and professional integrity. The commitment of the academic institution is based on fairness, consistency, reliability, and reciprocal student efforts. To ensure a successful experience the student must allocate sufficient time, practice academic integrity, and seek academic proficiency in both instruction and provided training. The dedication of both student and academic institution will result in academic accomplishment.

ASSIGNMENTS, QUIZZES, ASSESSMENTS, AND/OR EXERCISES: IMPORTANT: The instructor reserves the right to assign or modify exercises, quizzes, and/or evaluations at his/her discretion. Modifications will only be done with due notice to the students.

CLINICAL

The clinical grade, if there is a clinical component to the course, is incorporated into the final course grade. The clinical component is graded on the basis of pass/fail. Failure in either theory, lab or clinical will automatically result in failure of the course. Students must satisfactorily achieve 90% of course outcomes on the clinical evaluation tool. This will result when a student demonstrates a sufficient number of behaviors in each required clinical course outcome (see clinical evaluation tool specific to each course). As outcomes are achieved in each nursing course, the student is expected to transfer the learning to each clinical arena. Clinical learning assessment tools such as care plans, concept maps and observational papers will be graded based upon established grading rubrics for each assignment and will assist in determining a pass/fail achievement for the clinical experience.

GRADING SYSTEM:

GRADE	NUMERICAL EQUIVALENT	EVALUATION	QUALITY POINTS PER QUARTER HOUR
A	90 – 100%	Excellent	4
B	80 – 89%	Good	3
C	70 – 79%	Average	2
D	60 – 69%	Poor	1
F	Below 60%	Failure	0
WF		Withdrawal-Failure	0
W		Withdrawal	*
C*		Course Repeated	*
D*		Course Repeated	*
F*		Course Repeated	*
WF*		Course Repeated	*
I		Incomplete	*
TR		Transfer	*
CBE		Credit by Examination	*
P		Pass	*
F		Fail	*
NA		Not Attempted	*
CXL		Cancel	*

* Not used to calculate Grade Point Average

Successful completion of the course is defined as a grade of 80% or higher.

- Both in class and outside class assignments are mandatory.
 - Late assignments will be deducted points as follows:
 - Within 24 hours late: 50% deduction
 - Over 24 hours late – score of 0

Academic Warning: Academic warnings are issued when a course grade falls below passing at midterm or by week three of a six-week term. The faculty member will issue the academic warning and aid the student with completion of an action plan. It is the student's responsibility to initiate the plan and seek out his/her advisor for assistance.

PROCEDURES FOR REMEDIATION FOR ANY EXAM

All students receiving below an 80% on any exam MUST schedule an appointment with the faculty member facilitating the course. This must be done during office hours. The faculty member will review the exam material and compile a list of topics not mastered by the student. This will guide future review and ensure readiness for the final course exam. Any student not meeting with the faculty member for remediation prior to the next scheduled exam will receive a zero for the next exam and will not be permitted to take the scheduled exam. Any student not completing the assigned remediation in the time frame specified by the faculty member, will not be permitted to take any exams until the remediation is complete and will receive a zero for all uncompleted exams.

- **Master Skill: Competency Testing** - Students will be tested as satisfactory or unsatisfactory on each critical skill. Students will have two attempts to perform at a satisfactory level. Unsatisfactory performance after two attempts will result in failure of this course. The following requirements MUST be completed prior to your scheduled competency testing date:
 - Log onto www.atitesting.com, go to My eLearning, then Tutorials.
 - Complete each skill's pretest.
 - Review each skill's lesson.
 - Complete each skill's post-test. A score of 90% or greater is required on the skill's post-test. Failing to meet this benchmark prior to your scheduled competency test date is equivalent to an unsatisfactory on the critical skill.

COURSE/CAMPUS REQUIREMENTS, POLICIES, AND PROCEDURES

Each student is responsible for following the requirements listed in the course syllabus, found in the WVJC College Catalog, and in the WVJC School of Nursing Student Handbook. In addition, instructor requirements for this class are contained in the following sections.

***ATTENDANCE:** Absences will be penalized in accordance with WVJC School of Nursing Student Handbook policy.

***ACADEMIC DISHONESTY:** Cheating will not be tolerated. If you cheat on an exam or classroom work you will receive an "F" for that assignment or exam. While some assignments may be discussed among you, the final product must be your own.

***ADVISING SERVICES:** Students which are in need of academic advising for issues involving grades, classes, scheduling, academic progress, conflicts, etc., or personal issues revolving around transportation difficulties, professional services referrals, drug and alcohol abuse, family crisis, etc., should contact their assigned Student Advisor.

Extenuating circumstances will be handled on a case by case basis. Students with extenuating circumstances must notify and meet with the Nursing Program Director. The academic dean will notify the instructor, in writing, of the terms of the extension to complete work. For example, if the student has a death in the immediate family or hospitalization, I may excuse the student from loss of participation points for all or a portion of the missed sessions.

***EXAM POLICIES:**

- Any questions regarding grading of exams and other written assignments must be addressed by the **involved student and the faculty member teaching the course**. Questions must be resolved within two weeks of the date on which the exam/quiz was given. No grades will be altered after this time limit has been reached.

- There will be five written exams that proctoring is required for. The questions will be based on the learning objectives and are structured in the NCLEX format that may include multiple choice, short answer, “hot spots”, fill in the blank, and multiple response items. Because preparing for the national boards begins as soon as a nursing student begins nursing school, the format of the course exam questions will help familiarize you with NCLEX format and develop the analytical thought process necessary to pass the board exam with confidence.
- The exams in this course are given paper/pencil format. Exams are not given during classroom hours. All exams are given one hour prior to the course unless other arrangements have been made with a faculty member. All exams that are 100 points and 50 questions will be given over one hour. All exams that are 50 points and 25 questions are given over ½ hour. Final exams that are 75 questions, students will be given 1 and ½ hours to complete.
- The exams must be taken **on the day the exam is scheduled**. If you are unable to take the exam on the scheduled day, you must notify the faculty member facilitating the course and make arrangements for a make-up exam. The make-up exam will not be the same exam administered to the rest of the class.
- Rules during testing:
 - No cell phones, hats, or personal belongings are allowed in the testing area.
- If a student fails an exam they need to schedule an appointment with the instructor to identify a plan to foster future success and complete a remediation plan. If the student does not complete the remediation plan for the exam a zero will be given for the exam until the remediation is completed.
- If a student is failing the course by midterm, a personal improvement plan will be initiated to aid with future success in the course.

Exam Review

- Individual review of exams is offered by office/chat/phone appointment for 1 week after the exam was taken otherwise a group review of the exam will occur at a scheduled time by the faculty member within one week following the exam.
- If student wishes to challenge a test question s/he may do so by submitting the challenge in writing to the instructor with the rationale and source within 3 days of the exam. Sources must include the author and page number. Credit will be given only to the person who successfully challenges. ***EXAM POLICIES:**
- Any questions regarding grading of exams and other written assignments must be addressed by the involved student and the faculty member teaching the course. Questions must be resolved within two weeks of the date on which the exam/quiz was given. No grades will be altered after this time limit has been reached.
- There will be five written course exams. The questions will be based on the learning objectives and are structured in the NCLEX format that may include multiple choice, short answer, “hot spots”, fill in the blank, and multiple response items. Because preparing for the national boards begins as soon as a nursing student begins nursing school, the format of the course exam questions will help familiarize you with NCLEX format and develop the analytical thought process necessary to pass the board exam with confidence.
- The exams in this course are given in a proctored-electronic format. Students should review the syllabus and faculty provided direction on when exams are scheduled. All exams that are 100 points and 50 questions will be given over one hour. Final exams that are 75 questions, students will be given 1 and ½ hours to complete.
- For certain courses (NUR 103, NUR 202, NUR 203, NUR 204, NUR 205, NUR 206, NUR 207) students will be required to complete an ATI Proctored Content Mastery assessment. Students must achieve a Level 2 on this assessment, and the assessment is worth 100 points towards the course grade.

This assessment is given the last week of the course and faculty will distribute information on the day and time when this assessment will be held. If a second (or third) attempt is required, students will be provided the dates and times that these assessments will be written. It is the student's responsibility to arrange their work/life schedules to accommodate this assessment for the days/times the assessment is given. If students are unable to achieve the required Level 2 by the third attempt, they will be withdrawn from the nursing program and must reapply for admission.

- • The exams must be taken *on the day the exam is scheduled*. If you are unable to take the exam on the scheduled day, you must notify the faculty member facilitating the course and make arrangements for a make-up exam.
- • Rules during testing:
 - ○ No cell phones, hats, or personal belongings are allowed in the testing area. Recording of student testing is reviewed after each examination. If there is any suspicion of academic misconduct the students will be contacted for a discussion with the Online Nursing Program Coordinator, Faculty member, and Program Director to conduct a further investigation
 - ○ If a student fails an exam, they need to schedule an appointment with the instructor to identify a plan to foster future success and complete a remediation plan. If the student does not complete the remediation plan for the exam a zero will be given for the exam until the remediation is completed.
- • If a student is failing the course by midterm, a personal improvement plan will be initiated to aid with future success in the course.

***MAKE UP TESTS/QUIZZES:** All course exams must be taken at their scheduled times. Exceptions may be made at the discretion of the faculty when extenuating circumstances occur. Permission must be first granted by faculty prior to the scheduled exam time.

If an exam is missed, it is the responsibility of the student to contact the faculty and make arrangements to have the exam made-up within one week. Make-up exams may be in an alternate format, including essay. After one week, if the exam is not made up, a score of zero will be recorded for that exam.

**** OPEN LAB**:** During any nursing course that contains a laboratory component students will be provided with “open lab” time. This is to be used for practice of, return demonstration of, and remediation of laboratory and/or critical skills. Lab faculty will provide information on when open lab will be provided to students.

CLASSROOM POLICIES AND PROCEDURES: Although the online program is offered in an asynchronous format, students are expected to demonstrate the behaviors and attitudes of a professional nurse. Students are expected to organize their time appropriately to learn the content in this course and to complete all required activities by the due dates. Being prepared means reviewing the chapter lecture content, attending the virtual learning sessions, or watching the recordings, and asking for assistance when you do not understand the content. Faculty will review highpoints in the learning sessions, but the tests will cover everything in the chapter. Being prepared also means working on written assignments when they are assigned, not beginning the day they are due, so that your best work is provided to be graded.

***COPYRIGHT COMPLIANCE POLICY**

It is the policy of WVJC to comply with all copyright laws. All faculty, staff, and students are expected to be aware of and follow these requirements. General information on copyright law is provided below. For further information, refer to www.copyright.gov.

Any member of the campus community practicing unauthorized use or distribution of copyrighted material will be subject to sanctions by the college up to dismissal from school or termination of employment. Individuals would also be subject to Federal criminal offenses for copyright law violations. For a full list of these offenses, visit: [http://www.copyright.gov/\(title17/92\)chap5.html](http://www.copyright.gov/(title17/92)chap5.html).

COPYRIGHT DEFINED

According to the U.S. Copyright Office of the Library of Congress, copyright is a form of protection provided by the laws of the United States (Title 17/92) to the authors of “original works of authorship.” Copyrightable works include the following categories: Literary works, Musical works, including any accompanying words, Dramatic works, including any accompanying music, Pantomimes and choreographic works, Pictorial, graphic, and sculptural works, Motion pictures and other audiovisual works, Sound recordings, Architectural works, and Computer programs. It is best to assume that anything published after 1920 is protected by copyright, even if it does not contain the copyright notice. The Library of Congress Copyright Office Circular 22 explains how to determine the copyright status of a work, when in doubt.

PUBLIC DOMAIN

Older materials or U.S. Government publications are considered to lie in the public domain and may not be subject to copyright restrictions. This material may be used without permission, but the original source should still be credited.

COPYRIGHT SYMBOL

The absence of a copyright symbol © does not indicate that material is without copyright restrictions. Most nations follow the Berne copyright convention recognizing works created after April 1, 1989 to be protected whether or not a copyright notice is present.

FAIR USE

The Fair Use Doctrine allows certain materials to be used for nonprofit, educational purposes without fees or permission and balances the exclusive protection of copyright law. The 1976 Copyright Act put forth these criteria to determine fair use: purpose and character of the use, nature of the work, amount used and effect of the use on the work’s potential market value.

PEER TO PEER FILE SHARING

A recent amendment to the Higher Education act of 1965 requires colleges to have a plan to combat the illegal downloading of music, videos and other copyrighted works (otherwise known as Peer to Peer File Sharing, or P2P) on college campus networks. West Virginia Junior College takes this responsibility seriously. Campus computers will be monitored closely to address copyright violations related to illegal downloads. Each computer user at the college should understand what material is illegal or legal and what sites are authorized distributors of copyrighted material. For example, popular sites such as iTunes, Rhapsody, Amazon, etc. have downloads available for a fee. Any unauthorized or illegal downloads by any member of the campus community will be subject to the institutional sanctions as well as federal copyright criminal offenses as mentioned above.

DECLARATION OF PLURALISM

We strive to become a pluralistic community. We respect diversity as reflected in such areas as race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. As a pluralistic community we will:

Celebrate: individual and group diversity.

Honor: the rights of people to speak and be heard on behalf of pluralism.

Promote: intergroup cooperation, understanding and communication.

Acknowledge: each other's' contributions to the community.

Share: beliefs, customs and experiences which enlighten us about members of our community.

Affirm: each other's' dignity.

Seek: further ways to learn about and appreciate one another.

Confront: the expression of de-humanizing stereotypes, incidents where individuals or groups are excluded because of difference, the intolerance of diversity and the forces of racism, sexism, heterosexism, homophobia, disability discrimination, ageism, classism and ethnocentric that fragment the community into antagonistic individuals and groups.

We believe by carrying out these actions we, as students, faculty and staff can achieve social change and the development of a society in which each individual can achieve her or his maximum potential.