CASPER COLLEGE COURSE SYLLABUS  
School of Health Science  
HE Stuckenhoff Department of Nursing  
NRST 2645 H1 - Nursing Process IV

Semester/Year: Spring 2016

Lecture Hours: 4    Lab Hours: 15    Credit Hours: 9

Class Time and Days: Online and Thursdays 0800-1140. See calendar for details.  
Location: Online and HS 111

Practicum Time: Preceptorship TBA

Course Instructors and Contact Information

Gail Gallagher, MS, RN HS 216, Ext 2668  ggallagher@caspercollege.edu
Karen Buettner-Price, MSN, RN, CNE, HS 223, Ext 2683  kprice@caspercollege.edu

Practicum Instructors:  
   Lori Fichman, MSN, RN, CNE HS 222, Ext 2241  lfichman@caspercollege.edu  
   Heidi Loucks, MS, RN, CNE, HS 206, Ext 2234  hloucks@caspercollege.edu

Clinical Coordinator: Lori Fichman, MSN, RN, CNE HS 222, Ext 2241  lfichman@caspercollege.edu

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

Lab Facilitator:  
   Marge Christiansen, MSN, RN, CEN HS 228, Ext 2252  mchristiansen@caspercollege.edu

Lab Teaching Assistants:  
   Refer to door schedule for open lab hours.

Office Hours: Refer to instructors’ door schedules

Course Description: The focus is the role of the nurse in assisting the person to attain optimal health within the environment. Emphasis is placed on use of the nursing process and management of persons experiencing alterations in mental health, gastrointestinal, genitourinary, musculoskeletal, endocrine, and immune systems. Guided learning experiences in various health care facilities are correlated with classroom instruction.

Statement of Prerequisites: NRST 2635, MOLB 2210.  
   Concurrent enrollment: NRST 2960.

Goal: To complete instruction in applying the nursing process and providing holistic care to promote homeostasis.
Disclaimer: Please be advised that participation in this course may require physical contact with clients, peers, and/or faculty.

Casper College General Education outcomes:
1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Describe the value of personal, civic, and social responsibilities
6. Use quantitative analytical skills to evaluate and process numerical data

Outcomes:
Following successful completion of this course the student will be able to:
1. Collaborate within the ADN student role in the management of nursing care for selected clients.
2. Modify nursing care based on recognition of changes in the person’s physiological, psychological, sociocultural, developmental, and spiritual dimensions along the health-illness continuum.
3. Promote adaptation to identified stressors within the person’s internal/external environment.
4. Prioritize nursing care utilizing the nursing process for selected individuals and groups experiencing commonly recurring health problems.
5. Integrate the safe performance of simple and complex technical skills into the care of clients.
6. Integrate effective interpersonal skills in the management of client care when dealing with persons, families, and other members of the health care team.

Units of Instruction:
Nursing Management of the Endocrine System
Nursing Management of the Gastrointestinal System
Nursing Management of the Genitourinary System
Nursing Management of the Musculoskeletal System
Nursing Management of the Immune System
Nursing Management of Mental Health

Methodology: Embedded lecture, clinical lab, practicum and precepted experiences, discussion, interactive content reinforcement, critical thinking exercises, multimedia instruction, handouts, active ICR participation, ATI, and simulation.

Online Tutoring: Smart Thinking is an online tutoring opportunity that is accessible from the Moodle homepage. Nursing "e-structors" are available for live tutoring during specified times, or a student can make a scheduled to meet with an e-structor. We encourage any student who may require additional learning assistance to utilize this resource as needed for classroom or clinical inquires.

Moodle and E-mail: The Moodle site has links available for discussion, announcements and e-mail capabilities. Students should be prepared to check course e-mail and GINS announcements on a daily basis, except weekends and holidays, as this will be one means of communicating information pertinent to the classroom and clinical learning environment. Students are accountable for information shared via the course website.
Evaluation Criteria: Enrollment in a nursing course includes both theory and practicum.

I. Theory
   A. Classroom
      1. Thursday classroom times are reserved for “interactive content reinforcement” (ICR) and unit tests. See course calendar for schedule of tests, ICRs, material to be covered on Moodle, clinical and seminars.
      2. Please note that drinks with secured lids will be allowed in the classroom except during quizzes and tests. No children are allowed in class.
      3. Cell Phone Use: If cell phone use, including text messaging, becomes problematic in the classroom, all students will be required to power off their cell phones and deposit them in a box prior to each class session. The faculty recommend not bringing said devices to class.
      4. The Moodle site has embedded PPTs, material to augment lectures, links available for discussion, email and announcements. Please plan ahead and use campus resources to include MMC, Distance Education technical support, etc. if you encounter technological difficulties. Announcements will be made on Moodle. Students are responsible for reading and keeping up with announcements and emails. Students should check the site for emails and announcements on a daily basis, except weekends and holidays, as this is a primary means of communicating information pertinent to the classroom and clinical learning environment. Again, students are accountable for information shared via the course website.
      5. Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

   B. Evaluation of Theory
      1. A total of five unit tests and a comprehensive final examination will be given.
      2. Additional course points are awarded through completion of three ATI practice tests, and participation points for worksheets and/or pre/post ICR quizzes.
      3. Medication math problems will be incorporated in unit tests.
      4. **Seventy five minutes** will be allowed for each unit test followed by **20 minutes** for collaborative testing with random grouping. **One hundred fifty minutes** will be allowed for the final exam. There is no collaborative testing on the final exam.
      5. Testing accommodations must be documented with our Accommodative Services Counselor at 268-2557 (GW 342) prior to the first test and the course instructors must receive documentation of needed accommodation. If the student was accommodated in previous semesters, the accommodation must be renewed for this semester.
      6. All unit exams will be given on a Thursday, and the instructors will try to have results posted on Moodle by Monday.

II. Laboratory Practicum (Clinical Laboratory)
   A. Outcomes
      1. Course outcomes will be the criteria upon which the student is evaluated in clinical settings.

   B. Clinical Objectives: Upon completion of the clinical rotation the student will:
1. Apply principles of prioritization, critical thinking and delegation to the management of client care.
2. Increase management skills and ability to care for multiple clients.
3. Collaborate within the interdisciplinary team to manage client care using the PPSDS.
4. Integrate the safe performance of skills, delegating when appropriate.
5. Effectively advocate for the client within the interdisciplinary team.
6. Integrate the use of assertive, therapeutic communication.

C. Focus and purpose of the clinical rotation
1. In addition to meeting the course outcomes and clinical objectives outlined above, the rotation is designed to foster development of the student’s ability to prioritize complex responsibilities; manage multiple situations; delegate tasks appropriately; interact professionally with the preceptor and healthcare team; and begin the transition from the student role to the graduate nurse role.
2. The student will have one clinical instructor who oversees the rotation, but is not at the clinical site. Instructors may do clinical visits and instructors are always on call.

D. Progressive Shift Goals and Professionalism
1. Initially, the student will work side-by-side with the preceptor, taking an active role as a team member. Then the student will work side-by-side with the preceptor, performing more of the assignment than the preceptor whenever possible. Lastly, the student will perform the assignment with the preceptor functioning as a mentor/observer if deemed appropriate by the preceptor and student. The preceptor will assist the student with new procedures and skills as needed.
2. How students manage this rotation is a reflection of their professional growth throughout this program. Students are expected to take personal responsibility for the following:
   a. scheduling shifts on the calendar as directed
   b. completing reflections in timely manner as directed
   c. scheduling conferences with clinical instructors as directed
   d. meeting clinical requirements independently, including immunizations, BLS, and NetLearning for WMC
   e. maintaining professional boundaries in the clinical setting
   f. representing the college in a professional manner.

E. Nursing Skills:
1. Students are responsible for reviewing skills learned in the nursing program, so they are prepared to perform them in clinical. Students are also responsible for knowing what skills require direct RN supervision. Please refer to the Skills Guide handout.
2. If the student does not satisfactorily perform skills, “Recertification of Nursing Skills” may be required by the preceptor. The student must be evaluated by their clinical instructor for verification that the student is able to satisfactorily perform the designated skill(s) prior to returning to the scheduled clinical rotation.
3. Per Joint Commission standards, student nurses must be able to present proof of skills competencies when in the clinical setting. Students must bring their entire skills checklists to clinical each shift.


F. Attendance
1. Promptness for all clinical shifts is required. Please review the attendance and absence requirements and consequences in the Nursing Student Handbook regarding clinical absences. Chronic offenders of the attendance policy will be identified and will be accountable to the faculty.

2. Students will complete 176 hours in two rotations during the semester----96 hours in a medical-surgical area and 80 hours in a specialty area if desired. Students are responsible for contacting both the preceptor and their clinical instructor if absent or late. If absent, another shift needs to be scheduled with the preceptor.

3. Student requirements to meet the remaining clinical hours include: the medical-surgical debrief, ATI proctored Critical Thinking exam, interprofessional simulation, and the first take of the ATI comprehensive predictor.

4. Students may not do partial shifts for personal reasons.

5. Students may not stay on a shift and work with another RN if their preceptor gets called off, calls in sick or goes home during the shift. Again, another shift will need to be arranged. Extenuating circumstances may necessitate obtaining another RN preceptor, but this will be at the discretion of the clinical faculty. Absence from the interprofessional simulation that cannot be handled by trading sim signup slots with a peer will need to be made up clinically during make up sessions.

6. Students can only be on the unit to which they were assigned with their preceptor.

7. Students may not schedule any shifts 12-20 March 2016 as this is Spring break and campus is closed.

G. Clinical Documents and Requirements
1. RN Preceptor Agreement
   a. The preceptor will make the initial contact with the student to let the student know their schedule and arrange the initial shifts that will work for both the preceptor and student. If the student has not heard from their preceptor by the designated date, the student should let their assigned clinical instructor know.

   b. The preceptor agreement must be completed and signed by both the preceptor and the student. The preceptor can either fax this document or send it with the student after the initial face to face contact. It is the responsibility of the student to insure the original RN Preceptor Agreement is completed, signed and turned into their assigned clinical instructor.

2. Google Calendar
   a. Students are responsible for entering their clinical shift schedules in the Google calendar at least 48 hours prior to their shift. The best learning
experience would be to do consecutive shifts whenever possible i.e. 2 or 3 shifts in a row. The shifts need to be numbered on the calendar. If any shift is cancelled for any reason, delete that shift from the calendar and put the replacement shift on the calendar. Also, let your instructor know. If an extenuating situation requires posting of a shift less than 48 hours prior to the shift, let your clinical instructor know by phone or text. This is critical. Faculty must know at all times when and where students are being preceptored. Students are also responsible for arranging conferences with their assigned clinical instructor in Google calendar by clicking on the appropriate instructor’s appointment calendar link in the Care Management sections on the Moodle home page.

3. Self-Reflections
   a. Students are expected to complete and electronically submit in Moodle a self-reflection after each shift. These should provide your assigned clinical instructor with a detailed picture of your shift without compromising patient confidentiality. These are to be submitted within one week of the shift. If two self-reflections are past the one week deadline an unsatisfactory will be earned for that shift. If a third self-reflection is late, another unsatisfactory will result and the student will be presented.

4. Preceptor Input Form
   a. The preceptor has input forms which they will complete for each shift the student works. It is the student’s responsibility to remind the preceptor to complete them and get them back signed by both the preceptor and student to the assigned clinical instructor. The clinical instructor will then complete the evaluation for each shift. A rating of Satisfactory (S), Needs Improvement (NI) or Unsatisfactory (U) will be based upon the following:
      1) Input from the preceptor and the student’s self-reflection.
      2) Preparedness-----Any student who is not adequately prepared will not be permitted to remain on the unit and will earn an unsatisfactory rating for that clinical day.
      3) Clinical performance-----Nursing procedures and skills must be performed safely. Reporting and recording pertinent data must be completed. A safe environment must be maintained at all times.
      4) Two unsatisfactory grades for clinical performance and/or clinically related assignments will result in a presentation. Due to the critical nature of some aspects of nursing care, one unsatisfactory rating may necessitate faculty review of the student’s continuation in the program. The review will be based upon the performance of the course outcomes. As a result of any presentation, the student will receive one of the following three options: a) No recommendations – continuance in the course b) Placed on probation with specific recommendations c) Receive a clinical failure – unable to continue in course or program
If it is determined by the instructors that the student cannot meet the course outcomes, a clinical failure will be earned and the student will not be allowed to continue in the nursing program. College mechanisms for due process are always available to the student.
5. **Conferences with Clinical Instructor**  
   a. The student is responsible for scheduling at least four conferences, two per rotation, with their assigned clinical instructor during the semester. More conferences may be scheduled as needed. The first conference should occur early in the rotation and the 2\textsuperscript{nd} at the conclusion of the rotation. It is important that the assigned clinical instructor have current preceptor input forms and the student’s self-reflections prior to the conferences. In addition to providing answers to the student questions, the conferences will be used for discussion of the student’s progress, review of the preceptors input and planning for areas that need improvement. The student needs to have all paperwork including the preceptor’s paperwork completed and submitted and have their final medical-surgical conference with their clinical instructor prior to starting the specialty rotation. Extenuating circumstances will be considered by clinical instructors on an individual basis. Clinical instructors may also elect to make site visits to the facility in addition to the campus based conferences to monitor the student’s progress or to consult with the clinical preceptor. A site visit may or may not be previously announced.

6. **Rotation and Preceptor Evaluations**  
   a. At the conclusion of each rotation, it is the student’s responsibility to complete rotation and preceptor evaluations online, using Moodle. Evaluations will be available throughout most of the semester and must be completed prior to sitting for the course final exam.

H. **Cell Phone Use and Emergency Contact**  
   1. Students must adhere to the agency policy for cell phone use while in clinical settings. Students are responsible for insuring their preceptor informs them of the agency’s policy.
   2. For emergencies during clinical hours only if the student cannot have their cell phone with them per the agency’s policy, contacts are to be routed through the Semester 4 Clinical Coordinator, Lori Fichman, by dialing (307) 359-2285. If Lori is unable to answer at the time of the call, the caller should give his/her name and phone number when prompted by the voice recording and leave a brief message. Lori will return the call as soon as possible, and then notify the student through the appropriate clinical instructor. It is the student’s responsibility to provide this number and directions for use to appropriate persons.

II. **Grading Policies**
   A. Students may not take the final exam until property belonging to the college or other agencies (i.e. the WMC, WBI badge) has been returned to the department of nursing, all formative and summative evaluations have been signed, and the evaluation for this course submitted on Moodle.

   B. **Final Course Grade**
      
      | Theory | Clinical |
      |--------|---------|
      | Unit Tests (5) at 100 points each = 500 | S/U |
ATI Practice Tests (3)=based on proficiency score= 15 points
ICR Participation(Includes Cultural Project) = 50 points
ATI Comprehensive Predictor 2\textsuperscript{nd} test=5 points
Comprehensive Final Exam = 200 possible*

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

C. Example of how to figure your course grade:
1. Add all the test scores
   
<table>
<thead>
<tr>
<th>Example:</th>
<th>Your tests:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test #1</td>
<td>78</td>
</tr>
<tr>
<td>Test #2</td>
<td>85</td>
</tr>
<tr>
<td>Test #3</td>
<td>88</td>
</tr>
<tr>
<td>Test #4</td>
<td>92</td>
</tr>
<tr>
<td>Test #5</td>
<td>81</td>
</tr>
<tr>
<td>ATI/Participation &amp; 47</td>
<td>ATI/Participation</td>
</tr>
<tr>
<td>Total</td>
<td>471</td>
</tr>
</tbody>
</table>

2. Subtract your total from the lowest course points you want. For instance, if our “example” student wanted a “B” in the course:
   
   
   
   $639 - 471 = 168$

3. Now divide the total by 2 to determine the number of questions that must be correct on the final exam in order to earn a “B” for the course. If the resulting number is a decimal, round up.
   
   $168 \div 2 = 84$

   (Remember that final exam points may differ if the value of a missed unit exam is added.)

4. So, in order to earn a “B” for the course, this example student could miss 16 questions on the final exam. *(100 - 84 =16)*

D. Point Ranges

<table>
<thead>
<tr>
<th>Course Grade point ranges:</th>
<th>Unit test point ranges:</th>
<th>Final exam* point ranges:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  700-770</td>
<td>A  91-100</td>
<td>A  182-200</td>
</tr>
<tr>
<td>B  639-699</td>
<td>B  83-90</td>
<td>B  166-181</td>
</tr>
<tr>
<td>C  577-638</td>
<td>C  75-82</td>
<td>C  150-165</td>
</tr>
<tr>
<td>D  539-576</td>
<td>D  70-74</td>
<td>D  140-149</td>
</tr>
<tr>
<td>F  (\leq 538)</td>
<td>F  (\leq 69)</td>
<td>F  (\leq 139)</td>
</tr>
</tbody>
</table>

* Final exam ranges will vary if a student has missed any unit exams.
E. No make-up test will be offered either before or after any unit test. Points for a missed unit test will be added to the value of the final exam. A missed test may be reviewed with the instructor for up to two weeks following the exam.

F. Students unable to take a test on the assigned date will not benefit from collaborative testing. Collaborative test points will only be awarded to a student who has earned 75 points or more on the unit test.

G. Nursing IV students will take the ATI Comprehensive Predictor Exam in April. The Comprehensive ATI exams are a course requirement and will be proctored. Students must test at the assigned time. **Failure to take ATI Comp Pred exam 1 and ATI Comp Pred #2 as outlined below may result in an F in the course.**
   1. Students earning 99% probability of passing the NCLEX on 1st Predictor are excused from the final exam and awarded 200 points for the final exam.
   2. Students earning below 99% probability of passing the NCLEX will be required to take a second ATI Comprehensive Predictor Exam within two weeks.
   3. Students earning 99% probability of passing the NCLEX on the retake predictor exam are excused from the final exam and awarded 180 points for the final exam.
   4. Students may opt to take the final exam and use the highest score – actual final or 180 points from ATI Predictor exam.
   5. Students earning below 99% probability of passing the NCLEX will be required to take the final.
   6. Students earning below 90% probability of passing the NCLEX on the second predictor exam are recommended to take the ATI Live review course.
   7. Students are responsible for all costs incurred with the review course.
   8. Students who have missed a unit test must take the final exam to replace that score.

H. ICR Participation and ATI Practice Tests- Cultural Group Project-10 points may be earned for the completion of the ICR Group assignment which explains the importance of culturally relevant care in nursing practice. Each group will be assigned a specific question and asked to present the content to the class. The RN- NCLEX, Mental Health and Leadership ATI proctored practice tests will be a maximum of 5 points for each completed. A proficiency score of Below Level 1 will be 0 points, Level 1 will earn 2 points, Level 2 will earn 3 points and Level 3 will earn 5 points. The RN- NCLEX practice assessment will earn 5 points for 91-100% level, 3 points for 83-90% level, 2 points for 82-75% level. The ATI Comprehensive Predictor Retake will earn 5 points. ICR in-class participation with work sheets, pre/post-tests and group work may earn a possible 40 points total. Refer to the calendar to see when tests are due this semester.

I. If a student receives less than 75 points on any unit test, the nursing faculty strongly recommends the student make an appointment with the instructor.

J. Tests may be reviewed by appointment with the instructor for two weeks after grades have been posted.
K. All assignments must be handed in on the date due at the beginning of class in order to receive credit. **No late work will be accepted.**

L. General Grading Policy – see the current Nursing Student Handbook.

**Required Text, Readings, and Materials:**


**Recommended Textbooks:**

*Any current medical dictionary*

(i.e. - Mosby-Dorlands, Miller & Keane, Taber's, or Stedman’s Concise)

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

**Campus Policies:**

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

**Last Date to Change to Withdraw with a W Grade:** 5:00 p.m., November 12, 2015.
Please refer to the Student Handbook for information related to withdrawal from nursing courses.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the interim vice president for academic affairs.

**Academic Dishonesty - Cheating & Plagiarism:** Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct. Please review the following workshop link on plagiarism through Student Lingo ([www.studentlingo.com/caspercollege](http://www.studentlingo.com/caspercollege)).

**Conduct/Civility:** There is an expectation that students will conduct themselves in a civil and respectful manner during class sessions and in individual interactions with their instructors and peers and essential elements of the academic culture. Civil behavior enhances the academic setting, and is expected at all times. The academic environment welcomes a difference of opinion, discourse and debate within a civil environment.

**Confidentiality:** Students are responsible for client and family confidentiality in every clinical setting.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. With regards to this course or anything associated with this course, such as clinical, information will be shared via the course Moodle site either in the announcements section or via the Moodle Class Communication (MCC). Students are responsible for reading and keeping up with announcements and emails. Students should check the site for emails and announcements on a daily basis, except weekends and holidays, as this is a primary means of communicating information pertinent to the classroom and clinical learning environment. Again, students are accountable for information shared via the course website.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform your instructors as soon as possible. See one of us privately after class, or during our office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

**Calendar or schedule indicating course content:** Course outline and calendar will be distributed on the first day of classes.