COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Care/Client/Common Health Needs

RNSG 2504 01

Shirley Kelinske-Jezek, Amy Mersiovsky, Angela Tibbitt, Glenda Moore

Spring, 2012
Course Description:

Application of a systematic problem-solving process and critical thinking skills to provide nursing care to diverse clients/families across the life span with common health care needs including, but not limited to, common childhood/adolescent diseases, uncomplicated perinatal care, mental health concepts, perioperative care, frequently occurring adult health problems and health issues related to aging. Emphasis on secondary disease prevention and collaboration with members of the multi-disciplinary health care team. Content includes applicable competencies in knowledge, judgment, skills and professional values within a legal/ethical framework. Nursing process is the systematic problem-solving process utilized. Insert course description information here from MCC Course Catalog

Prerequisites and/or Corequisites:

Prerequisites: BIOL 2401, PSYC 2314 RNSG 1523, RNSG 1462 with grades of C or better. Co-requisites: RNSG 1463. Semester Hours 5 (4 lec/2 lab)

Course Notes and Instructor Recommendations:

Supplemental and lecture notes may be posted to Blackboard at the discretion of the instructor. It is recommended that the student check Blackboard and student email often.

Instructor Information:

Instructor Name: S. Kelinske-Jezek
MCC E-mail: skelinske@mclennan.edu
Office Phone Number: 254-299-8312
Office Location: LH 102
Office/Teacher Conference Hours: Monday and Tuesday (clinical area) 1415-1445, Wednesday 0800-0900, 1130-1230, Thursday 1130-1330

Instructor Name: A. Mersiovsky
MCC E-mail: amersiovsky@mclennan.edu
Office Phone Number: 254-299-8359
Office Location: LH 122
Office/Teacher Conference Hours: Wednesday 1110-1140, 1400-1600
Thursday 0815-0845, 1330-1530
Instructor Name: A. Tibbitt  
MCC E-mail: atibbitt@mclennan.edu  
Office Phone Number: 254-299-8395  
Office Location: HP A210  
Office/Teacher Conference Hours: Wednesday 1115-1215, 1400-1600  
Thursday 1130-1330  

Instructor Name: G. Moore  
MCC E-mail: gmoore@mclennan.edu  
Office Phone Number: 254-899-8313  
Office Location: LH 122  
Office/Teacher Conference Hours: Check Blackboard and Instructor’s Door  
Other Instruction Information: Wednesday 1110-1140, 1400-1600  
Thursday 0815-0845, 1330-1530  

Communication with the advisor and other faculty members must be done in a professional manner. The advisor should not be contacted via telephone or text message before 7am or after 7pm on classroom days. Email may be sent at any time.  

**Required Text & Materials:** These are your new books. You will still need your books from first semester.  

Title: Maternal-Child Nursing (w/CD)  
Author: McKinney  
Edition: 3rd  
Publisher: W.B. Saunders Company  
ISBN: 9781416058960  

Title: Intravenous Medications (11 Ed.)  
Author: Gahart  
Edition: 27th  
Publisher: Mosby, Inc.  
ISBN: 9780323057929  

[MCC Bookstore Website](#)
Methods of Teaching and Learning:

PowerPoint Presentations which include lecture, group activities with case studies, and NCLEX Style Questions; Case Studies; Critical Thinking Exercises; Group Activities; Pop Quizzes; ATI modules: ATI Exams; Student Demonstrations; Lab Exercises; Simulations; Website Tutorials; and Tutorial Software.

Student Information

The information contained in this syllabus will be of value to you as you progress in this course. The syllabus provides information that will assist you in meeting the objectives of this course. Explanation or clarification of material contained in this syllabus should be sought from faculty currently teaching the course.

You are responsible for being familiar with and abiding by all the policies of the Associate Degree Nursing Department as identified in the Associate Degree Nursing Student Policy Handbook, Highlander Guide, the course syllabus, and any other supplemental information sent via Blackboard.

Course Objectives and/or Competencies:

**WECCM Course Objectives:** The student will: Apply principles of critical thinking and a systematic problem-solving approach when caring for clients/families across the lifespan with common healthcare needs C5, C6, C7, C8, F8, F9, F10, F11, and F12. Demonstrate collaborative behavior as a member of the multidisciplinary health care team C4, C7, F5, F8, F12, F13, F16, and F17. Describe the legal and ethical parameters of nursing for clients/families experiencing common health care problems C4, C7, F5, F8, F12, F13, F16, F17. Explain the need for personal and professional growth C1, C2, C5, C6, C7, C16, F10, F11, F12, and F16. Discuss the application of the Nurse Practice Act in relation to clients experiencing common health care needs C4, C10, C11, F2, F5, F6, F8, F12, F13, and F17.

**ADN ENHANCED COURSE OBJECTIVES AND Differentiated Entry Level COMPETENCIES:**

**Provider of Care**

1. Assist in determining the health status and health needs of clients based on interpretation of health related data, and preventive health practices in collaboration with clients, their families, and other members of the immediate health care team F7-F12, C1-C8.
a. Employs a holistic health history and physical assessment to assist in health screening and in identifying common, actual, and potential health care needs of clients.
b. Applies principles of anatomy, physiology, and pathophysiology to assist identifying common health problems and monitoring change.
c. Prioritizes nursing diagnoses based on assessment data.

2. **Assist in the goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members F7-F12, C1-C9.**
   a. Employs basic therapeutic communication techniques when contributing to goal development and the plan of care with clients, their families, and health care team members.
   b. Interprets the relationship among the nursing plan or care, medical regimen and other factors involved in the care of clients and their families.
   c. Collaborates with faculty, staff, clients and their families in setting care related priorities.

3. **Implement plan of care within legal and ethical parameters, including scope of education, in collaboration with the client and interdisciplinary health care team members to assist client in meeting health care needs F7-F12, C5-C8, C14.**
   a. Uses holistic plan of care with emphasis on maintenance or restoration of health for client.
   b. Delivers safe, effective care to each client.
   c. Merges legal and ethical parameters into practice and client care.

4. **Implement teaching plans for clients with common health problems and well-defined learning needs F7-F12, C5-C8, C14.**
   a. Incorporates basic health-related learning need of clients into teaching plan.
   b. Incorporates developmental stages and learning variables to individualize teaching plan for diverse clients.
   c. Includes the role of self with implementation of teaching plan.

5. **Assist in evaluating client’s responses and outcomes to therapeutic interventions F1-F6, F8-F10, F12-F13, F16-F17, C1, C5-C9, C11-C13, and C15.**
   a. Evaluates the expected outcomes of basic therapeutic interventions.
   b. Implements basic evaluation tools to assess outcomes.
   c. Reports and documents responses to nursing interventions.

6. **Provide direct basic care to assign multiple clients in structured settings F1-F7, C1, C3-C9, C11-C13, and C15.**
   a. Provides care to one or two clients during each clinical day.
   b. Demonstrates understanding of the health care delivery system.
   c. Demonstrates understanding of the ADN handbook, Texas Nurse Practice act, and institutional policies and procedures for delivery of care.
7. **Use the problem solving approach as the basis for decision making in practice F7-F12, C5-C7.**
   a. Demonstrates critical thinking skills in mathematical calculation and medication administration.
   b. Appropriately problem solves with faculty and nursing staff when making clinical judgments.
   c. At a basic level, incorporates information from nursing literature to enhance client care.

**Coordinator of Care**

1. **Assist in the coordination of human and material resources for the provision of care for assigned individual clients F7-F8, F12, C1-C4, and C9.**
   a. Implements organizational resources to accomplish the care of diverse clients.
   b. Uses time management skills in the delivery of client care.
   c. Functions as a member of the immediate health care team

2. **Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients F5, F8-F9, C9-C14.**
   a. Works within the structure and function of the health care delivery systems
   b. Implements care that respects the rights of clients
   c. Collaborates with clients in the planning and implementation of care

3. **Participate in the identification of individual client needs for referral to resources that facilitate continuity of care F5-F9, C11-C15.**
   a. Recognizes to role of family and significant others in client’s support system.
   b. Participate in process of identifying health related resources for clients.
   c. Communicates client needs to family, significant others, health care team, and faculty.

4. **Participate in activities which support the organizational framework of structured health care settings F1-F2, F5, F11-F12, F15, C1-C4, and C15-C20.**
   a. Integrates information received during agency orientation into practice.
   b. Functions within the appropriate lines of authority and accountability.
   c. Modifies immediate work environment to maintain safety and cost effective measures.
   d.  

**Member of a Profession**

1. **Demonstrates accountability for own nursing practice F11, F13-F17, C9, C12.**
   a. Works within scope of education of clinical environment incorporating legal and ethical standards, institutional policies and procedures, and ADN Student Handbook.
   b. Identify issues affecting the RN role and delivery of nursing care.

2. **Participate as an advocate in activities that focus on improving the health care of clients F11, F13-F17, C11, and C13-C20.**
   a. Provides level appropriate care, nonjudgmental, nondiscriminatory nursing care using established policies and procedures.
   b. Assume responsibility and accountability for nursing actions.
   c. Maintain appropriate peer/staff/faculty/client boundaries.
3. **Demonstrate behaviors that promote the development and practice of nursing F1-F2, F6-F9, F13-F17, C1-C4, and C9-C13.**
   a. Identify issues affecting the development and practice of associate degree nursing.
   b. Promote a positive image of the associate degree nurse
   c. Maintain a collegial relationship with faculty, peers, and members of the interdisciplinary health care team.

**Course Outline or Schedule:**

**Medical/Surgical**
UNIT: Nursing Management of the Perioperative Client  
UNIT: Nursing the Client with Alterations in Gynecological Function  
UNIT: Nursing the Client with Diabetes Mellitus  
UNIT: Nursing the Client with Alterations in Respiratory Function  
UNIT: Nursing the Client with Alterations in Gastrointestinal Function

**Maternal/Child Health Nursing**
UNIT: Nursing the Obstetrical and Newborn Client  
UNIT: Nursing Care of Children

**Mental Health Unit I**

**Skills**
UNIT: Complex Nursing Skills

**Classroom (Theory)**

Theory is scheduled for **Wednesday and Thursday**. Each content topic is varied according to weeks in length. See calendar and unit guide for specific topics. Schedule is subject to change. Students will be notified of changes per class announcements, emails, and BlackBoard postings.

**Student Behavioral Expectations**
Students are expected to maintain classroom decorum that includes: respect for other students; respect for the instructor; prompt and regular attendance; and an attitude that seeks to take full advantage of the education opportunity.

Electronic devices such as laptop computers may be used in the classroom for educational purposes only.
SKILLS LAB

This lab addresses basic and complex nursing skills necessary for the direct/indirect care of patients in various clinical settings. There will be three skills stations for every skill taught in the lab and they will consist of students; 1) practicing/checking-off on each skill 2) participating in the station of application 3) researching. The research station includes accessing the Board of Nursing website, reviewing hospital policy procedures, case studies, and Legal Eagle website for determining delegation and other information as it relates to the skill. Skills lab provides didactic/demonstration and opportunity for individual observation, practice and performance in an assigned student group. It is the student’s responsibility to spend additional time outside of scheduled lab time, practicing skills, if necessary, to achieve the required expected level of competency when performing in the clinical area.

In order to successfully complete the course, each student must have instructor documented performance of all required skills. The identified skills for the course are to be performed according to the Critical Requirements.

Skills lab attendance is required as stated in the syllabus Attendance Policy. There is no makeup time for skills lab. Students must attend the skills lab time to which they have been assigned. Students are not allowed to attend another scheduled skills lab. In the event an absence occurs or the allotted lab time does not permit the individual student performance of a required skill in the presence of his/her assigned group, it is this student’s responsibility to set up an appointment outside of scheduled lab time to complete the requirement in the presence of a lab instructor or faculty instructor on the teaching team for this course.

Practice and Reinforcement
A Lab Instructor will be available by appointment to assist students with:
  a) Skills practice and reinforcement
  b) Supplemental resources available in lab

To request an appointment, please e-mail gblum@mclennan.edu and provide your name, semester, and practice and/or reinforcement needs.

SIMULATION LAB

Vision
To afford education that stimulates clinical reasoning, critical thinking skills, and psychomotor competence in an innovative setting.
Mission
To provide a dedicated environment for health care providers to learn strategies that will enhance patient safety and the quality of health care via high-fidelity simulation technology. This environment provides the learner opportunities to participate in clinical experiences in a safe, non-threatening, and structured environment.

Goals
Increase the safety and effectiveness of patient care through inventive, interdisciplinary training.

Allow for learning in a safe, non-threatening, and controlled environment away from the clinical setting.

Build confidence in clinical performance, including clinical reasoning and psychomotor skills.

Increase exposure to critical, yet low-frequency patient encounters in order to minimize the risk to patients.

Increase effective communication among all members of the health care team.

Develop simulation as a tool for the assessment of clinical skills.

Simulation Lab is an important part of the clinical experience. Students will complete assigned simulations during clinical sessions with their clinical instructor. Students must be appropriately dressed for the simulation experience in their MCC student uniform, with hair pulled back. Name badges will be worn at all times while participating in the simulation lab. Students are also required to bring their clinical tools, including stethoscope, penlight, and scissors.

Faculty Advisors
Each student of the course will be assigned a faculty advisor who will assist the student with course related problems. During the first part of the semester it is suggested that each student visit the advisor once each week. However, students with an average less than 75 are required to see their advisors at least once a week. See Blackboard/bulletin board for the advisor list. It is the student’s responsibility to keep their advisor informed of learning needs, testing needs, or any other problems that might hinder their successful progress throughout this course.
Subject To Change Disclaimer

The policies, regulations, procedures, and fees associated with this program are subject to **change without prior notice**, if necessary, to keep College and program policies in compliance with State and Federal laws and/or with rules related to the program’s accrediting agency. The College and the program reserve the right to change curricula, rules, fees, and other requirements, of whatever kind, affecting students in any way. The provisions of this document do not constitute a contract, express or implied, between any applicant, student, faculty or staff member and McLennan Community College or this program.

Below is a copy of the lecture topics, major tests, and major assignment due dates. The schedule is subject to change. If any changes are made to the calendars and/or schedule, students will be notified through class announcements, Blackboard announcements, or through student email.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>PO1, PO2, PO3</td>
</tr>
<tr>
<td>1/19</td>
<td>PO2, PO3</td>
</tr>
<tr>
<td>1/25</td>
<td>PO3, CCA1</td>
</tr>
<tr>
<td>1/26</td>
<td>CCA1</td>
</tr>
<tr>
<td>2/1</td>
<td>Exam 1</td>
</tr>
<tr>
<td>2/2</td>
<td>UP1</td>
</tr>
<tr>
<td>2/8</td>
<td>UP2</td>
</tr>
<tr>
<td>2/9</td>
<td>UP3</td>
</tr>
<tr>
<td>2/15</td>
<td>UP4</td>
</tr>
<tr>
<td>2/16</td>
<td>UP5</td>
</tr>
<tr>
<td>2/22</td>
<td>Exam 2</td>
</tr>
<tr>
<td>2/23</td>
<td>DM</td>
</tr>
<tr>
<td>3/1</td>
<td>Out of class</td>
</tr>
<tr>
<td>3/7</td>
<td>DM</td>
</tr>
<tr>
<td>3/8</td>
<td>DM</td>
</tr>
<tr>
<td>3/21</td>
<td>CCA2</td>
</tr>
<tr>
<td>3/22</td>
<td>RF1, RF2</td>
</tr>
<tr>
<td>3/28</td>
<td>RF2, RF3</td>
</tr>
<tr>
<td>3/29</td>
<td>RF3, MH1</td>
</tr>
<tr>
<td>4/4</td>
<td>Exam 3</td>
</tr>
<tr>
<td>4/5</td>
<td>CCA4</td>
</tr>
<tr>
<td>4/11</td>
<td>CCA3</td>
</tr>
<tr>
<td>4/12</td>
<td>GI1, GI2</td>
</tr>
<tr>
<td>4/18</td>
<td>GI2, GI3</td>
</tr>
<tr>
<td>4/19</td>
<td>GI3, GYN</td>
</tr>
<tr>
<td>4/25</td>
<td>GYN</td>
</tr>
<tr>
<td>4/26</td>
<td>GYN</td>
</tr>
<tr>
<td>5/2</td>
<td>Exam4</td>
</tr>
<tr>
<td>5/3</td>
<td>ATI testing</td>
</tr>
<tr>
<td>5/8</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

**Course Grading Information:**

A grade of C or above in theory is required to pass any RNSG course.
Grade Determination –
A grade of "C" or better in theory and a grade of Credit in clinical is required to pass the course. The grade values are as follows:

- A = 90-100
- B = 80-89
- C = 75-79
- D = 65-74
- F = Below 65

Grade Calculations
All unit exams are calculated by a percentage computed to two decimal places. Exam grades will be figured to the tenth. The final exam for the course will be computed to two decimal places. The final course grade will be rounded off to a whole number.

Final Examinations
A comprehensive exam will be given at the termination of the course. All critical skills for the course must be completed satisfactorily before the final exam can be taken. All regular examination policies apply to the final exam. The final exam grade will not be rounded off. The final course grade will be rounded off to a whole number.

Final Course grade determination will be based on:

- Exam #1: 14%
- Exam #2: 17%
- Exam #3 (Collaborative Test): 19%
- Exam #4 (Note Card): 20%
- Final exam (Note Card): 25%
- ATI Gastrointestinal Pharm activity: 1%
- ATI Respiratory Pharm activity: 1%
- ATI Infection Pharm activity: 1%
- ATI comprehensive exam: 2%

(See the ATI Modules section for Remediation scoring information.)

If a student inadvertently submits in the testing system, this will be considered as the official submission for the exam and the student is finished with the test. The exam cannot be altered in any way by student or faculty. Exams will be graded as submitted in the testing system. Test grades and final course average are determined exclusively by the testing system.
TESTING POLICY

Examination Policy for MCC ADN Program

1. Dates for unit exams will be included with syllabus/calendar for the particular course.
2. All students are expected to take exams at the scheduled time.
3. Students with disabilities may request special examination accommodations as outlined in the general catalog.
4. Exam blueprints may be made available for student preparation prior to an exam.
5. Exams may cover material from previously mastered levels. For example, math, growth and development, pharmacology, and communications may appear in subsequent exams.
6. Any student arriving after the access to the exam is granted by the instructor for the test to begin will take the make-up exam rather than the scheduled exam.
7. For extenuating circumstances, if the student needs to leave the room and re-enter, they may be accompanied by a faculty member.
8. Any student unable to take an exam at the scheduled time, FOR ANY REASON, will contact the A.D.N. Department staff or faculty prior to and up to 5 minutes after scheduled examination time.

FAILURE TO COMPLY WITH THE EXAMINATION POLICY (STATEMENT #8) WILL RESULT IN 10 POINTS BEING SUBTRACTED FROM THE MAKE-UP EXAM.

9. No cell phones or backpacks should be brought to the test. All student possessions will be left at the front of the room. The student may have nothing during the test period. No sunglasses, hats, visors, or hoodies will be worn during an exam. Students may use ear plugs (provided by student) if needed.

10. Unit exam grades may be available as early as the next class day following the exam, depending on circumstances. (Times may vary according to the course.) Grades should not be posted until all statistics have been posted on online testing program and reviewed by the teaching team. Grades will be delivered by BlackBoard. The BlackBoard posting will be the student’s grade. No grades will be given out by phone or personal e-mail.

11. The purpose of the exam review is to provide a learning experience for the student.
   a. Exams must be reviewed in the presence of an instructor.
   b. There will be no note taking during the exam review process.
c. There will be a two week period from the time the exam results are available for the students to review the exam.

d. Exam results are final after the two week review period.

e. No prior exams may be reviewed after the 2-week review period.

12. Although exams may be reviewed during the specified time, the exams themselves are the property of the nursing program.

13. The A.D.N. department reserves the right to make changes in the scheduling of exams in order to meet unexpected circumstances that might occur.

14. All make up exams will be given at the end of the semester.

**ACADEMIC INTEGRITY STATEMENT**

The Center for Academic Integrity, of which McLennan Community College is a member, defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious consequences. For further information about student responsibilities and rights, please consult the McLennan website and your Highlander Student Guide.

**DOSAGE CALCULATION EXAM**

*Instruction Sheet for Dosage Calculation Exams and Clinical*

1. Dosage Calculation Exams will have **20 questions**. Students will be given **1 hour** to complete this exam. Students with accommodations must test in testing center.

2. Conversion or equivalency charts **will not** be used during examinations. May use approved non-memory calculator for Dosage Calculation Exams. To receive credit answer must be on answer line. On Theory Exams will use calculator available through the online testing program. Dosage calculation answers must be typed on the answer line with correct label when using the online testing program. Calculations used to determine answers must be shown on blank sheet of paper handed out by instructor in order to receive credit for the question. Paper will be turned back in to instructor when exam is finished.
3. One of the 2009 Patient Safety Goals requires that the rules for the use of a trailing zero or leading zero must be followed when writing a medication dosage on a patient chart.  
   A. Use of trailing zero: If the dosage is 1 mg only, write 1 mg. Writing this as 1.0 mg could be misread and more than 1 mg administered. If the dosage is 1 tablet, only write 1 tablet and not 1.0 tablet. The use of an inappropriate trailing zero on an exam will result in the problem being counted wrong even if the math calculation is correct.  
   B. Use of leading zero: If the dosage is .5 mg or tablet, the dosage must be written as 0.5 mg or 0.5 tab. Omission of a required leading zero will result in the problem being counted wrong even if the math calculation is correct.  

4. All calculations should be carried to the nearest hundredth and maintained at hundredths until arriving at the final answer. Final answers should be rounded to the nearest tenth with some exceptions. Tablets should be rounded to the nearest 0.5 (1.52 tablets becomes 1.5 tablets).  
   A. Rules to be followed in rounding decimals:  
      1) if the last digit to the right is less than 5, drop the last digit without changing the number to its immediate left  
      2) if the last digit to the right is 5 or greater, drop the last digit, and add 1 digit to the number at its immediate left  
      3) Examples: 3.45 becomes 3.5, 3.43 becomes 3.4  

5. Final answers in the metric system must be in decimal form (Example: 0.5). Final answers with the decimal point in the wrong place are incorrect.  

6. Final answers should always be in a whole number for units, seconds, and drops.  

7. In clinical practice, values less than 1 mL should be rounded to the nearest hundredth.  
   A. Example: 3.458 becomes 3.46, 3.452 becomes 3.45.  

8. In clinical practice, all medications less than 1 mL must be measured in a 1 mL syringe.  

9. All syringes containing medications must be labeled in the medication room with patient name, ID number, medication name and dosage.  

10. For conversions use equivalents on the Equivalent Table.  

11. When determining the therapeutic range of a medication, you must complete your problem for both the high end and the low end of the range. Then, figure the dose ordered and compare to that range. If dose is too high then it may be a toxic level; if dose is too low then it may be a sub-therapeutic level.  

12. Students must make a 90% or better (ADN) or 80% or better (VN) on the dosage calculation exam. If a student does not make a 90% or better (ADN) or 80% or better
(VN), they must complete a remediation activity. Once this is completed, the student will then have a second opportunity to take an equivalent dosage calculation exam. If the score is less than a 90% (ADN) or 80% (VN) on the 2nd dosage calculation exam, the student must complete additional remediation. Once remediation is completed, the student will then have a 3rd opportunity to take an equivalent dosage calculation exam. If a 90% (ADN) or 80% (VN) or better is not achieved on the 3rd dosage calculation exam, the student will be withdrawn from the program.

13. All dosage calculation exams will give directions in the stem of the question to which place value the answer will be carried out with the exception of units, seconds, drops, tablets.
   A. Example: “As the nurse, you will administer ____ gtt/min.”
   B. Example: “As the nurse, you will administer 0.1 mL every ____ seconds”

**COLLABORATIVE TESTING**

Collaborative Testing will be utilized as a tool to enhance learning. A collaborative test will be given in conjunction with certain exams chosen by the faculty. Students will be divided into predetermined groups and given a designated amount of time to complete the group exam. A group exam score of an A will equal to two points added to each student’s individual exam grade for that specific exam. A group exam score of B will result in one point added to individual exam scores and a group exam score of C or below will result in no points being added to group exam scores.

**NOTE CARDS**

You will have the opportunity to use an Index cards for Exam 4 and the Final. These cards are a test aid and you may write whatever information you feel you need. Index cards will be issued prior to the test and will not be replaced for any reason. You may hand-write on the front and back on the card. No typing or “cutting and pasting” will be allowed. You may NOT exchange or use any other student’s card. Use of issued index cards will only be allowed during the appropriate exam.

**WRITTEN ASSIGNMENTS**

Students must demonstrate word processing competency in preparation of the appropriate document. They must demonstrate basic computer competency in the use of Blackboard to access, read, and respond to various course components listed in the theory Blackboard. For clinical, students must demonstrate computer competency in clinical settings to access patient data, retrieve data, and document appropriately. Because instructors frequently use PowerPoint, students must demonstrate computer competency with presentation software.

Students are responsible for turning in all written work on time. An unsatisfactory incident will be noted for any work turned in late. Faculty will evaluate and return Process Recordings,
Pediatric Play Reports, Obstetrical Projects and Nursing Care Plans within one week. The instructor will grade the work as satisfactory or unsatisfactory. Unsatisfactory work will be identified on the clinical evaluation form. Any unsatisfactory work will be returned to the student for modification and correction. These are to be resubmitted with the unsatisfactory copy within one week.

All written work must be legible, in black ink, with correct spelling, and grammar. All written work becomes the property of the program and may not be returned to the student. No correction fluid may be used on submitted work.

**BLACKBOARD**

Students are responsible for materials placed on Blackboard. Students are expected to check Blackboard regularly for announcements/postings. Many announcements are also sent out per students’ MCC email. Students are expected to check their MCC email as well as their Blackboard email.

Posting of notes, lecture outlines, and other materials are at the discretion of each individual instructor.

**ATI Modules**

Learning modules from the ATI website will be incorporated into the RNSG 2504 course to enhance learning, clinical reasoning, and critical thinking. The faculty will choose appropriate modules to complete based on course content. The following ATI Pharmacology 2.0 modules are assigned, and the due dates are firm. The confirmation form can be printed at the completion of the module, and must be turned into the faculty advisor.

Module 1: Infection - due March 7th by 5am
Module 2: Respiratory - March 29th by 5pm
Module 3: Gastrointestinal - April 19th by 5pm

If the module confirmation form is not turned in prior to the deadline, a 0 will be recorded in the grade book.

**Remediation modules are available after each unit exam in the ATI system. One point will be added to the exam score for unit exams 1-4 provided that the student completes the module, and presents the printed report from the ATI system to the Faculty Advisor by 0900 on the Wednesday following that exam.**
**Student Behavioral Expectations or Conduct Policy:**

Students are expected to maintain classroom decorum that includes: respect for other students; respect for the instructor; prompt and regular attendance; and an attitude that seeks to take full advantage of the education opportunity.”

**MCC Academic Integrity Statement:**

The Center for Academic Integrity, of which McLennan Community College is a member, defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious consequences. For further information about student responsibilities and rights, please consult the McLennan website and your Highlander Student Guide.

**MCC Attendance Policy:**

**Attendance/A bsences**

Regular and punctual attendance is expected of all students, and each instructor should maintain a complete record of attendance for the entire length of each course. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades. In the case of online and hybrid courses, attendance will be determined in terms of participation, as described in the course syllabus.

**Theory Attendance/A bsences**

(Include s Theory and Skills Lab)

Absence from 25 percent (24 hours) of scheduled lecture and/or laboratory meetings will be taken as evidence that a student does not intend to complete the course. Included in this 25 percent (24 hours) no more than 16 hours of lecture may be missed and no more than 8 hours of skills lab may be missed. Unless an instructor has reason to believe the student will complete the course, the student will be withdrawn from the course with a grade of W. The instructor may reinstate the student if satisfied that the student will resume regular attendance and will complete the course.

If the student’s 25 percent absences are reached after the official drop date (the 60 percent point in the semester or term), the instructor may assign a W if the student is passing and requests to be withdrawn. However, if a student who is not passing reaches the 25 percent point after the
Care/Client/Common Health Needs
RNSG 2504 01

official drop date, the student will receive an F. In extenuating circumstances, the instructor may assign a W to a student who is not passing.

Each absence will count toward attendance requirements in each course.

Students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official college functions, (2) personal illness, (3) an illness or a death in the immediate family, or (4) the observance of a religious holy day. Also, the instructor has the prerogative of determining whether a student may make up work missed due to absences for other reasons. It is the student’s responsibility to inform the instructor of the reason for an absence and to do so in a timely fashion.

A student not present during the taking of attendance at the beginning of class has the responsibility to notify the faculty/instructor BEFORE leaving the scheduled class period. If the student fails to notify the faculty/instructor BEFORE leaving the class period, the absence will remain and will count as part of the 25 per cent of theory absence. The student is the only one that may verify that he/she is present. At NO TIME may one student sign in for another student.

Please refer to the Highlander Guide for the complete policy.

ADA Statement:

In accordance with the requirements of the Americans with Disabilities Act (ADA), and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), MCC’s designated ADA co-coordinators, Mr. Gene Gooch - Vice President, Finance and Administration and Dr. Santos Martinez – Vice President, Student Services shall be responsible for coordinating the College’s efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Ms. Renee Jacinto, Disabilities Specialist, at 299-8122 or rrjacinto@mclennan.edu.