MATH, SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NRS 231

ALTERATIONS IN HEALTH VI

COURSE OUTLINE

Spring 2015

COURSE OUTLINE

Course: NRS 231 **Course Title: Alterations in Health VI**

Credits: 3 **Hours: 3 Theory Hours/Week**

Weeks: 5 **3 College LabHours/Week**

14 Clinical Lab Hours/Week

Catalog description:

This 5-week course is a continuation of the alterations in health conceptual framework with an emphasis on the concepts of safety, intracranial regulation, sensory perception, and tissue integrity. Includes selected clinical experiences in area health care agencies and simulations.

Prerequisites: NRS 110, NRS 120, NRS 121, NRS 122, NRS 220, NRS 221, NRS 222 with a minimum grade of 76

Corequisites: None

Required Textbooks and Materials:

Adams, M.L., Holland, L.N. & Urban, C.Q. (2011) *Pharmacology for Nurses A Pathophysiologic Approach.* (3rd ed.) Upper Saddle River: Pearson (ISBN-978-0-13-508981-1)

North Carolina Custom Edition, (2011). *Nursing Skills for a Concept-Based Approach to Learning*. New York: Pearson Learning Solutions. (ISBN 13:978-0-558-35687-3)

North Carolina Concept-Based Learning Editorial Board. (2011*). Nursing A Concept-Based Approach to Learning, Volumes One & Two.* Upper Saddle River: Pearson.

Silvestri, Linda A. (2010). *Comprehensive Review for NCLEX-RN Examination.* (5th ed.). Philadelphia: W.B. Saunders Co. (ISBN: 9781437708257).

Course Coordinator/Instructor:

Lori Kelty, MSN, RN, CCRN, CEN, NE
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Telephone: 609-570-3819
E-mail: keltyl@mccc.edu

Information resources:
Nursing Program website – www.mccc.edu/nursing

Mercer Online (Blackboard) - http://mccc.edu

Evolve-HESI – http://evolve.elsevier.com (for case studies & practice exams)

Pearson – www.mynursingkit.com

NCSBN 2013 NCLEX-RN Detailed Test Plan –
https://www.ncsbn.org/2013_NCLEX_RN_Detailed_Test_Plan_Candidate.pdf

Other Resources:

Personal Data Assistant (PDA)
iClicker Audience Response System

General Education Knowledge Goals:

Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.
Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills:

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Program Learning Outcomes:

P1. Function within the provisions of the Nurse Practice Act while maintaining the Code of Ethics and accepting responsibility for self-growth and life-long learning.

P2. Assess the patient's health status in a comprehensive and holistic manner.

P3. Analyze, synthesize, and evaluate patient-related data to develop and implement individualized patient care and teaching plans.

P4. Provide safe physical and psychological care to each patient incorporating documented Standards of Care to formulate clinical judgments and management decisions.

P5. Evaluate the achievement of patient outcomes.

P6. Incorporate within nursing practice advocacy for patient's rights, taking into consideration cultural diversity, socioeconomic, and political forces.

P7. Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.

P8. Use effective verbal and written communication skills, incorporating lifespan considerations.

P9. Manage health care for the individual using cost effective nursing strategies, quality improvement processes and current technologies.

Level Student Learning Outcomes:

Level I

LI.1 Demonstrate delivery of nursing care within the parameters of the Nurse Practice Act, Nursing Standards of Care, and the Nursing Code of Ethics.

LI.2 Apply comprehensive and holistic assessment when providing patient care.

LI.3 Interpret patient data to develop and implement individualized patient plans of care.

LI.4 Identify nursing standards of care used to formulate clinical judgment and management decisions.

LI.5 Predict patient outcomes based on individualized plans of care.

LI.6 Demonstrate an understanding of the nurse's role as an advocate for patients rights.

LI.7 Employ collaborative care when providing patient care.

LI.8 Recognize effective verbal and written communication when providing patient care.

LI.9 Employ cost effective nursing strategies when providing patient care.

Level II

LII.1 Model nursing practice within the provision of the Nurse Practice Act, Nursing Standards of Care, and the Nursing Code of Ethics.

LII.2 Generate an individualized patient plan of care from data collected in a comprehensive and holistic assessment.

LII.3 Synthesize all patient related data to evaluate an individualized patient plan of care.

LII.4 Construct clinical judgments and management decisions based on Nursing Standards of Care.

LII.5 Evaluate the achievement of patient outcomes based on the patient's plan of care.

LII.6 Select interventions that address advocacy for patient's rights.

LII.7 Examine how collaborative care effectively meets the needs of individuals, families and groups.

LII.8 Model effective verbal and written communication when providing nursing care.

LII.9 Evaluate nursing care with consideration for quality improvement, cost effectiveness, and available technologies.

Course Student Learning Outcomes:

C1. Demonstrate professional nursing practice by functioning as part of the multidisciplinary team within the provisions of the Nurse Practice Act, Nursing Standards of Care, and the Code of Ethics in all healthcare settings when caring for groups of patients with alterations in intracranial regulation, sensory perception, tissue integrity, and/or safety. (Maps to Program Objective 1; Level Objective 1)

C2. Examine his/her own knowledge accepting responsibility for self-growth and life-long learning. (Maps to Program Objective 1; Level Objective 1)

C3. Analyze and synthesize all health-related data when assessing patients with alterations in intracranial regulation, sensory perception, tissue integrity, and/or safety. (Maps to Program Objective 2; Level Objective 2)

C4. Incorporate critical thinking and evidence-based practice when using clinical judgment to plan and implement individualized patient care and teaching plans for patients with alterations in intracranial regulation, sensory perception, tissue integrity, and/or safety. (Maps to Program Objective 3; Level Objective 3)

C5. Provide safe physical and psychological care to patients across the life-span integrating documented Standards of Care to formulate clinical judgments and management decisions for patients with alterations in intracranial regulation, sensory perception, tissue integrity, and/or safety. (Maps to Program Objective 4; Level Objective 4)

C6. Analyze data to evaluate the achievement of therapeutic outcomes based on the individualized patient plan of care, revising as appropriate. (Maps to Program Objective 5; Level Objective 5)

C7. Act as a patient advocate when managing the care of patients. (Maps to Program Objective 6; Level Objective 6)

C8. Practice the principles of collaboration as a member of the multidisciplinary team in responding to the needs of individuals, families, and groups across the health-illness continuum. (Maps to Program Objective 7; Level Objective 7)

C9. Demonstrate expertise in the use of verbal and written communication, incorporating life-span considerations, when providing care to a diverse patient population. (Maps to Program Objective 8; Level Objective 8)

Nursing Program Concepts:

Accountability: The acceptance of responsibility for the outcomes of care as a result of the actions or inactions of self or others within the context of delegation.

Cellular Regulation: The process that controls the series of events by which a cell goes through a cell cycle.

Coping: The individual's response to one or more stressors and their attempt to restore homeostasis.

Elimination: The process of and ability to rid the body of waste.

Immunity: The body's natural reaction to infection.

Intracranial Regulation: the ability of the cranial contents (brain, blood, cerebral spinal fluid) to maintain normal intracranial pressure.

Metabolism: All physical and chemical processes that converts or uses energy.

Mobility: Making the most of the patient's ability to use his/her musculoskeletal system.

Oxygenation: The means by which the body is able to supply oxygen to all cells of the body.

Perfusion: The process by which oxygen and nutrition are supplied to cells and tissues in the body.

Pharmacotherapeutics: The use of medicine and its effects to treat and promote improved health and wellness.

Self: One's sense of being that distinguishes them from others.

Sensory Perception: The purposeful organization and translation of stimuli into meaningful information.

Stress: The body's reaction to any stimulus in the environment that demands change or disrupts homeostasis.

Tissue Integrity: Includes integumentary, mucous membrane, corneal and subcutaneous tissues, unbroken by wounds.

Integrated Concepts:

In addition, the MCCC Nursing Program has identified the following concepts as

integrated into all professional phase nursing courses:

Acid Base Balance: The method by which the acidity and alkalinity of body fluids are kept in a state of balance.

Clinical Decision Making: The use of critical reasoning that involves interpretation, analysis, inferences, explanation and evaluation.

Comfort: A state of physical ease and freedom from discomfort whether physiological, social, psychospiritual, or environmental.

Communication: Communication is a process of exchanging ideas, information and feelings.

Diversity: Unique variations among and between individuals, as well as those defined by genetics and cultural background, but are refined by experience and personal choice.

Evidence Based Practice: The practice of health care in which the health care provider uses the most current and valid research findings as the basis for clinical decisions.

Family: Individuals who are joined together by bonds of emotional closeness, sharing and support.

Fluid & Electrolytes: Maintenance of homeostasis (fluid balance) in the body in relation to electrolyte values.

Grief: The total response to the emotional experience related to loss.

Leadership: A process whereby a person with clear vision and knowledge inspires others to work together toward goal achievement.

Loss: An actual or potential situation in which something that is valued is altered or no longer available.

Nursing Informatics: The processing of health and biomedical information through the acquisition, storage, and retrieval of such data.

Pharmacotherapeutics: The use of medicine and their effects to treat and promote improved health and wellness.

Professional Behaviors: Actions that define the practice of nursing whereby the nurse will act professionally, gain knowledge, maintain competence, work well as a team member, show compassion, reflect a positive attitude, and maintain integrity of self and the nursing profession.

Quality Improvement: Organized process of planning and implementing ongoing methods aimed at providing safe, effective, patient-centered care that is timely, efficient and benefits all equally.

Safety: Protection from harm or injury. The goal of the caregiver is to create an environment in

which one is able to provide safe patient care.

Self: One's sense of being that distinguishes them from others.

Evaluation of Student Learning / Grading Information (NRS 231)

Course Grading Requirements:
1. Midterm Exam (Week 3)
2. Final Exam (Week 5)
3. Completion of HESI Pediatric Exam (Week 5)

Theory: Weekly classroom sessions are based on learning objectives from the course outline. These weekly learning objectives are designed to assist the student in meeting the course student learning outcomes listed in the course outline. The concepts presented in NRS 231 focus on alterations in intracranial regulation, sensory perception, tissue integrity, and safety. Content exemplars will be presented specific to each concept. Classroom theory sessions are 3 hours per week. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to the class session. To stimulate student participation, interactive learning activities (case study presentations, iclicker questions) will be included with each large class session. Students will be encouraged to complete the assigned evolve case study for each week's concept focus. **Cell phones must be shut off during class sessions. During testing cell phones, PDA's or any other hand held electronic device must be turned off and placed in the front of the room with personal belongings.** Recording any class session is at the discretion of the instructor. Permission to record should be obtained prior to the beginning of class. The iclicker audience response system may be used during theory/lab classes.

HESI Exam:

The HESI Pediatric exam will be given in this course. The practice exam and the Pediatric exam must be completed prior to successful completion of NRS 231. This is a web exam which requires your evolve login and password to access the exam. Students are expected to achieve a score of 850 on the exam. After completion of the practice exam the HESI exam percentage conversion score will be calculated into your final grade for the course (10%). **Students will be required to complete the pediatric practice test, which can be accessed on the evolve website under "case studies", before they will be able to sit for the Pediatric HESI exam.** If you need additional assistance in accessing the case studies or practice tests, please see the NRS 231 course coordinator.

Guidelines for Written Assignments:

Information Literacy Project: In alignment with the college's goal to improve information technology literacy, NRS 231 students will complete a project which requires accessing appropriate web-based resources to gather information needed to complete a project with a focus on Disaster and Emergency Preparedness. The research portion of this project will be conducted during the assigned clinical time as delineated by the instructor. Project guidelines will be

distributed to students in class. The grade assigned for this project will be used for the week 4 journal grade.

Clinical Journaling Activity Guidelines: The purpose of journaling is to give the student the opportunity to reflect back on the day's events and consider what was learned, what was successful or done well and what areas of content/skills are weak and could use more practice or study. Each student is required to spend a portion of their clinical day reflecting and writing his/her thoughts in the journal. **The journal pages will be emailed to the clinical instructor for review and evaluation by the date and time determined by the clinical instructor.** Students will receive feedback from the instructor each week via the clinical journal rubric tool. The average of all journals must ≥76% to demonstrate clinical competence.

Evolve Case Studies:
Students will be encouraged to complete 5 case studies during the course which are assigned weekly. The case studies can be accessed via the evolve website at http://evolve.elsevier.com. Completion of the case studies will be monitored by the course coordinator,

College Lab: This weekly lab is designed to help the student gain a broader understanding of the concepts and content of the week through various videos, skill demonstrations, case studies or discussions. Weekly assigned readings and activities will be highlighted in the NRS 231 Lab Manual and the course outline. Assigned readings will be taken from your textbooks or relevant journal articles.

Clinical Simulation Lab: The clinical simulation laboratory provides students with the opportunity to provide care to complex patients in a safe environment in order to meet course student learning outcomes. The clinical lab consists of one twelve (12) or two six (6) hour sessions that are held on the college campus or at an alternate facility and two (2) hours of reflective journaling time for a total of fourteen (14) hours per week. There will be two additional experiences which all NRS 231 students are required to attend. Weekly simulation information will be given by the clinical instructor. **All NRS 231 students will be required to pass a 10 question dosage calculation exam which will be given during clinical simulation lab the first week of the course. The pass standard is 90 %. Dosage calculation problems will include all types learned in previous nursing courses.** During the clinical simulation lab, students are expected to:

Pre-Conference:
A. Have a working knowledge of the concept of study for the week (e.g. intracranial regulation), including risk factors, pathophysiology, signs and symptoms, complications, nursing care, medical tests and treatments. (Utilize textbooks and PDA as a resource)
B. Identify and explain the patient's main problems based on the alteration and formulate appropriate nursing diagnoses.
C. Incorporate assessment findings and developmental tasks appropriate to the patient's age and the implications for planned care.

D. Formulate a plan of care for the patient based on established Standards of Care and best practices and utilizing the nursing process.
E. Identify assessment priorities, nursing actions, and required patient education,
F. Discuss pharmacotherapeutics utilized in the care of a patient with specific alteration.

Clinical Simulation Experience:

The clinical experience during this five week course will include simulation sessions and may include observational experiences at topic-appropriate healthcare facilities. The situations involved will be complex and may include content learned in other courses (Diabetes, COPD, etc.) Students will be required to participate in simulations as actors in roles such as patients and caregivers as well as other roles defined by the instructor. A debriefing period will follow each simulation. Students will critique their performance as well as their peers in regards to what was done correctly, areas for improvement, student feelings about the incident, what was learned and what might be done differently. Students will spend time doing reflective journaling each clinical day considering the objectives for the week's learning, their own feelings regarding the learning experience and what they need to improve on to become more proficient/confident in caring for this patient population. The clinical journal will be graded according to the grading rubric and students must achieve an average of ≥ 76% to demonstrate competency. The clinical grade of pass/fail will then be assigned.

Post Conference:

A. Review and evaluate the scenarios in relation to the simulation clinical objectives.
B. Review and evaluate the care given and the patient's response within each simulation.
C. Discuss revisions that should be made in your plan to improve care.
D. Discuss application of clinical objectives to your patients.
E. Discuss your personal feelings concerning the simulation experience.
F. Identify areas needing improvement so you may provide competent care for this patient population.

All NRS 231 students will participate in the following observational experiences during the course.

1. **St Barnabas Burn Unit Presentation:**
   Session A: 2/3/2105 from 11a-3p in MS 214.
   Session B: 3/10/2015 from 11a-3p in MS 214.

2. **RWJ Hamilton Emergency Department Observation:**
   Date and time to be determined during the first week of NRS 231 lecture.

Testing Procedures:

The midterm exam (40% of final grade) will be given during the first hour of the third theory class. Students will have 1.5 minutes to complete each of the theory based questions and 2 minutes for each dosage calculation question. There will be a final exam (50% of final grade) that will be given at the end of the course with the parameters above.

All belongings, including but not limited to backpacks, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall. Seating during the exam is at the discretion of the instructor or exam proctor. All cell phones are to be turned off during the exam period and stored at the front of the lecture hall with the rest of your belongings. All coats and hats are to be removed during the exam period. Please refer to nursing program testing policy in the Nursing Program Handbook.

Dosage and Calculation Math Requirement:

Students are required to take a dosage calculation exam on the first simulation clinical day. A study guide for the exam will be available on Angel prior to the beginning of the course. Dosage calculation problems will be based on previously learned content. Students are required to achieve a score of 90% or better on the exam to administer medications in the simulations. Remediation will be available to students who do not achieve the 90% benchmark.
Students who do not achieve the 90% on the first attempt will be given a second attempt after remediation. All students must achieve the 90 % benchmark on the dosage calculation exam to successful pass NRS 231.

Determination of NRS 231 Grade:

In order to receive a grade in NRS 231, these criteria must be satisfied:
(A) The weekly clinical journal will be graded using the **Clinical Journal Grading Rubric** which is located in the NRS 231 Lab Manual. **An average grade of ≥ 76% must be obtained on the clinical journals to demonstrate competency and meet the objectives of the clinical lab.**
(B) Tests must be taken as scheduled. **An average grade of 76% or better should be maintained on all exams.**
(C) All required assignments (clinical journals, information literacy project) must be completed and submitted as per guidelines.
(D) The HESI Pediatric Exam and the practice exam must be taken as scheduled.
(E) Attendance at all mandatory clinical experiences

When all course criteria have been met, the student will be assigned a grade for NRS 231 as follows:

Grading:

HESI Pediatric Exam	**10%**
Midterm Exam	**40%**
Final Exam	**50%**
	100%

Grading Scale for all MCCC Nursing Courses (Grades will NOT be rounded).

Grading Scale:

A	=	97% - 100%
A-	=	93% - 96.99%
B+	=	89% - 92.99%
B	=	85% - 88.99%
B-	=	81% - 84.99%
C+	=	78% - 80.99%
C	=	76% - 77.99%
D	=	61% - 75.99%
F	=	60.99% or below

- S = Satisfactory (comparable to a "C" or higher)
- C is the lowest acceptable passing grade for all nursing courses.
- I = Incomplete
- W = Withdrawal
- WI = Withdrawal Instructor Initiated
- WA = Withdrawal Administration Initiated
- U = Unsatisfactory

Grades will be available on the course grade book at Mercer Online under NRS 231

Testing/Grading Information:

Student learning will be evaluated by a midterm exam, weekly clinical journals/projects, HESI Pediatric exam, and a cumulative final exam. In the case where a student misses the midterm or final, a make-up exam will be administered at the discretion of the instructor. **The student must notify the instructor in advance of the scheduled test of a student's inability to take an exam as scheduled. Failure to notify the instructor will result in a 0 grade for the exam.**

- All tests are scored on Scantron forms. The Scantron sheet stands as the formal grade. Please have a #2 pencil available for testing.
  All cell phones must be turned off and stored with student belongings during testing.
- The midterm exam will contain multiple choice format or multiple response format questions and will include dosage calculation problems.
- The final exam will consist of multiple choice format or multiple response format questions and will include dosage calculation problems.
- After testing, all Scantron forms are secured in the nursing office and can be viewed after making an appointment with the Nursing Program Specialist.
- Please refer to the nursing program testing policy in your program handbook for more information on testing.

Testing Schedule:

FINAL EXAM, MIDTERM and HESI Exam

Session A: Midterm: Tuesday 2/3/2015 at 9am in MS 214
Session A: Final Exam: Thursday 2/19/2015 at 5pm in MS 214
Session A: HESI Pediatric Exam: Monday 2/23/2015 at 5:00pm

Session B: Midterm: Tuesday 3/10/2015 at 9am in MS 214
Session B: Final Exam: Thursday 4/2/2105 at 5pm in MS 214
Session B: HESI Pediatric Exam: Monday 4/6/2015 at 5:00pm

NCLEX-RN Test Plan:
Course theory tests are based on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) four major client needs categories with focus on specific course conceptual content. The course content is aligned with the client need categories and the integrative processes commonly used in nursing as well as the cognitive levels used in developing test questions. These are defined below. The test plan serves to guide students in preparing for examinations. Please refer to the NCSBN NCLEX-RN Detailed Test Plan (April, 2013) Candidate version for specific client need information.
https://www.ncsbn.org/2013_NCLEX_RN_Detailed_Test_Plan_Candidate.pdf

The client needs are organized as follows:

Safe and Effect Care Environment
- Management of Care
- Safety and Infection Control

Health Promotion and Maintenance

Psychosocial Integrity

Physiological Integrity
- Basic Care and Comfort
- Pharmacological and Parenteral Therapies
- Reduction of Risk Potential
- Physiological Adaptation

The following integrative processes are used throughout the major client needs categories:

Nursing Process: scientific, reasoning approach to client care that includes assessment, analysis, planning, implementation, and evaluation.
Caring: an interactive atmosphere of mutual respect and trust between client and nurse.
Communication and documentation: Validated written or electronic record that reflects standards of practice and accountability in the provision of care.
Teaching and Learning: facilitating a change in behavior by acquiring knowledge and skills.

Examination questions are written to test different cognitive levels. These levels progress from remembering or recalling through understanding, applying the knowledge and analyzing information. These levels are defined as follows:

Knowledge Level: Remembering, recalling, or recognizing facts, ideas, terminology, principles and procedures.
Comprehension Level: Understanding, explaining or relating written information from reports, tables, diagrams and directions.
Application Level: Applying ideas, concepts, principles, theories and steps of a procedure in job-related situations.
Analysis Level: Analyzing, differentiating, or breaking down information into its constituent parts to detect the relationship of the parts and the way they are organized.

Academic Honesty:

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

Plagiarism: Presentation of work that originates from another unacknowledged source as one's own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

Cheating:
a) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination

b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions

c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance relating to course assignments)

d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation

e) Presenting a single piece of work in more than one course without the permission of the instructors involved

Academic Integrity Statement:

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.
- Copying from another student's exam.
- Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- Stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.
- Completing a graded academic activity or taking an exam for someone else
- Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- Sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
- Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- Using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately
- Presenting another individual's work as one's own.
- Submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Fabricates data in support of an academic assignment.
- Falsifying bibliographic entries.
- Submitting any academic assignment which contains falsified or fabricated data or results.

E. Inappropriately or unethically uses technological means to gain academic advantage.
- Inappropriate or unethical acquisition of material via the Internet or by any other means.
- Using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to established specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee may impose disciplinary penalties beyond those imposed by the course instructor/s. The student shall have the right to a hearing before the Academic Integrity Committee or a designated subcommittee thereof.

Appeals. The student has a right to appeal the decision of the instructor, or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

ADA Statement:

Mercer County Community College is in compliance with both the ADA and section 504 of the Rehabilitation Act. If you have, or believe you have, a differing ability that is protected under the law please see Arlene Stinson in LB 216{570-3525 {stinsona@mccc.edu} for information regarding support services.

The Nursing Program Handbook Information Packet:

Each nursing student receives a copy of this handbook, is responsible for the information contained in the handbook, and is expected to comply with requirements and policies.

revised 6/2014

First Semester Students A coach has been assigned to assist you with navigating your first semester in college. Coaches help with understanding how Mercer works, finding appropriate help with course work, and establishing academic goals. Visit www.mccc.edu/coaching to find your coach or Contact: Arlene Stinson, LB217, 570-3451, SOAR@mccc.edu

Academic Advising after your first semester Faculty advisors provide help with completing your major after your first semester. Meet your faculty advisors! Contact the division of your major to find out who is your faculty advisor.

Liberal Arts Division:	Debbie Stotland,	LA162, 570-3378,	Stotland@mccc.edu
Business Division:	Doris Geck,	BS134, 570-3482,	Geckd@mccc.edu
Math, Science, Health:	Barbara Pieslak,	MS126, 570-3383,	pieslakb@mccc.edu
Undecided major:	Michael Glass,	SC201, 570-3530,	glassm@mccc.edu

Use your "MyMercer" Portal! Your "MyMercer" portal contains your MercerMail, financial information, class schedule, grades, and other information. Check your "MyMercer" portal every day! Visit www.mccc.edu/mymercer to access your portal.

Tutoring support Academic support services are free and available for all students. Drop in or contact the following to make arrangements:

Arlene Stinson (WWC), LB 217, 570.3422, stinsona@mccc.edu
Joann Mia (TC), KC311, 570-3128, miaj@mccc.edu

Reasonable Accommodations for Students with Documented Disabilities The Office of Special Services (OSS) provides continued support to students with documented disabilities. Support staff are available to help students with differing abilities make a smooth transition to college as well as to succeed throughout their college experience. Contact:

Arlene Stinson, LB 217, 570-3525, stinsona@mccc.edu

Career and Transfer Center Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice.

Laurene Jones (WWC transfer services), SC201, 570-3307, jonesl@mccc.edu
Michael Glass (WWC career services), SC201 570-3530, glassm@mccc.edu
Kimberley Bowser (TC transfer and career), KC216, 570-3110, bowserk@mccc.edu

Counseling Services Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact:

Dorothy Gasparro, SC239, 570-3354, gasparrd@mccc.edu

Veteran's Services If you are military, veteran, or family member, we offer free support for you. Contact: Drew Daddio, SC220, 570-3240, vets@mccc.edu

Important Spring 2015 dates For complete list, visit www.mccc.edu/news_calendar_academic

1/19/15 – Last day for 100% refund
1/26/15 – Last day for 50% refund
2/2/15 – Last day to apply for May 2015 graduation (apply at AD128)
2/24/15 – 10-week semester starts
4/3/15 – Last day to withdraw from 15-week class
4/15/15 – Start FASFA for Fall 2015

LEARNING OBJECTIVES	CONCEPT	LEARNING ACTIVITIES	LAB/SIMULATION ACTIVITY	STUDENT LEARNING ACTIVITY
Differentiate the application of the nursing process across the lifespan as it applies to the care of the patients with alterations in sensory perception Compare and contrast the use of medical and surgical interventions as it affects patients with alterations in sensory perception Discriminate between modifiable and non-modifiable risk factors as it relates to the care of the patients with alterations in sensory perception Compare and contrast the clinical manifestations of patients with alterations in sensory perception Evaluate the effectiveness	***Week 1: Alteration in Sensory Perception*** 1. ***Normal Presentation*** 2. ***Exemplar: Spinal Cord Injury (adult & pediatric presentation)***	Interactive lecture & discussion iClicker questions Case study analysis Journaling activities **Required Readings for exemplar:** **Pearson: Pgs. 1143-1156** **Neurogenic Shock- Pearson pg. 1489, 1492** **Adams: Chapter 21**	**Simulation:** Preconference discussion Focused assessment of the patient alterations in sensory perception related to spinal cord injury (adult and pediatric) Care of the patient with alterations in sensory perception related to spinal cord injury (adult and pediatric) Debriefing **College Lab:** Videos: *1. Understanding Spinal Cord Injury* 2. *Aging with Spinal Cord Injury*	Students to Review: Alterations in Sensory Perception as it relates to spinal cord injury Assessment: - normal anatomy and physiology - diagnostic studies - pharmacology - nutrition - cultural considerations - pediatric and geriatric considerations Student websites www.mynursingkit.com E**volve case study** **Medical/Surgical: Spinal Cord Injury**

LEARNING OBJECTIVES	CONCEPT	LEARNING ACTIVITIES	LAB/SIMULATION ACTIVITY	STUDENT LEARNING ACTIVITY
of interventions performed for patients with alterations in sensory perception Differentiate the application of the nursing process across the lifespan as it applies to the care of the patients with alterations in intracranial regulation. Compare and contrast the use of medical and surgical interventions as it affects patients with alterations in intracranial regulation. Discriminate between modifiable and non-modifiable risk factors as it relates to patients with alterations in intracranial regulation.	***Week 2: Alterations in Intracranial Regulation*** ***1.) Normal Presentation (Neurological assessment)*** ***2. Increased Intracranial Pressure*** ***Exemplars: Traumatic Brain Injury, Meningitis, & Hydrocephalus***	Interactive lecture & discussion iClicker questions Case study analysis Journaling activities **Required Exemplar Readings:** **Pearson: Chapter 17** **Adams: Chapter 15**	**Simulation:** Preconference discussion Focused assessment of the patient alterations in intracranial regulation (adult and pediatric) Care of the patient with alterations in intracranial regulation (adult and pediatric) Debriefing 1. *Coma (Brain Trauma Foundation)* 2. *Concussion (Brain Trauma Foundation)* 3. *Understanding Brain*	Students to Review: Alterations in intracranial regulation as it relates to: Assessment: - normal anatomy and physiology - diagnostic studies - pharmacology - nutrition - cultural considerations - pediatric and geriatric considerations Student websites http://evolve.elsevier.com www.mynursingkit.com **Evolve case study**: **Physical Assessment:**

LEARNING OBJECTIVES	CONCEPT	LEARNING ACTIVITIES	LAB/SIMULATION ACTIVITY	STUDENT LEARNING ACTIVITY
Compare and contrast the clinical manifestations of patients with alterations in intracranial regulation. Evaluate the effectiveness of interventions performed for patients with alterations in intracranial regulation. Differentiate the application of the nursing process across the lifespan as it applies to the care of the patient with alterations in tissue integrity Compare and contrast the use of medical and surgical interventions as it affects patients with alteration in tissue integrity Discriminate between modifiable and non-	***Week 3: Alterations in Tissue Integrity*** ***1. Normal Presentation*** ***2. Exemplar: Burn Injury*** ***Midterm will be given the first hour of class session***	Interactive lecture and discussion iClicker Questions Case study analysis Journaling activities **Required Exemplar Readings**: **Pearson: Chapter 30 pgs. 1873-1911**	*Injury* Discussion **Simulation:** Preconference discussion Focused assessment of the patient with alterations in tissue integrity Care of the patient with alterations in tissue integrity (adult and pediatric) Debriefing	**Neurological Assessment** **Medical/Surgical: Head Injury or Traumatic Brain Injury** Students to Review: Alterations in tissue Integrity related to burn injury. Assessment: - normal anatomy and physiology - diagnostic studies - pharmacology - nutrition - cultural considerations

LEARNING OBJECTIVES	CONCEPT	LEARNING ACTIVITIES	LAB/SIMULATION ACTIVITY	STUDENT LEARNING ACTIVITY
modifiable risk factors as it relates to the care of the patients with alterations in tissue integrity Compare and contrast the clinical manifestations of patients with alterations in tissue integrity Evaluate the effectiveness of interventions performed for patients with alterations in tissue integrity		**Adams: Chapter 18**	St Barnabas Burn Unit Presentation **College Lab:** Videos: *1. Burn Center* *2. Burns* *3. After The Fire* Discussion	- pediatric and geriatric considerations Student websites http://evolve.elsevier.com www.mynursingkit.com **Evolve case study**: **Pediatric**: **Burns**

Differentiate the application of the nursing process as it applies to emergency management
 	
Compare and contrast the various types of emergency situations and the role of the nurse
 	
Identify the main
	Week 4: Safety
	
	1. ***Emergency Management Exemplars***
	   a. ***Bioterrorism***
	   b. ***Emergency and Disaster Preparedness***
		Interactive lecture & discussion
		
		iClicker questions
		
		Case study analysis
		
		Journaling activities
		
		Required Exemplar Readings:
			Simulation:
			
			Preconference discussion
			
			Focused assessment of the patients in a disaster
			
			Care of patients during
				Students to review:
				
				Concepts of emergency management
				
				- Triage
				
				-Personnel roles
				
				- Event resolution and Debriefing
				
				-Emergency Management and

LEARNING OBJECTIVES	CONCEPT	LEARNING ACTIVITIES	LAB/SIMULATION ACTIVITY	STUDENT LEARNING ACTIVITY
components of a disaster plan and various responders' roles Analyze the use of protective equipment and the importance protecting the responder Describe local, state and federal emergency management systems and resources. Analyze the importance of nursing competencies specific to disaster and emergency situations.		**Pearson: pgs. 2351-2360** **Adams: Chapter 12**	disasters Debriefing **College Lab:** Videos: 1. "*Bioterrorism and Other Emergencies: Be Prepared, Be Safe*" 2. "*Terrorism: Medical response" with Self-Test* 3. *"Patient Decontamination"* **Simulation Lab:** **Information Literacy Project-Disasters** Emergency Department Observation Demonstration of PPE	disaster preparedness -Bioterrorism. -Personal Protective Equipment Information Literacy Project Student websites: http://evolve.elsevier.com www.mynursingkit.com **Evolve case study**: **Management**: **The Emergent Care Clinic**

Week 5: All course testing (HESI exam, final exam) will be done.

THE STUDENT IS RESPONSIBLE FOR MAINTAINING A RECORD OF HIS/HER OWN GRADES AS THEY ARE ACHIEVED. BELOW IS A TRACKING FORM FOR KEEPING A RECORD OF THE GRADES EARNED AND FOR CALCULATING THE FINAL COURSE GRADE. PLEASE MAKE USE OF THIS TOOL.

Midterm Exam _____ x .40 = _____

Peds HESI _____ x .10 = _____

Final Exam _____ x .50 = _____

Clinical Journals

#1 _____

 # 2 _____

 # 3 _____

 # 4 _____