

1. Use the nursing process to formulate individualized nursing care plans for clients of diverse backgrounds and characteristics with selected alterations in health.
2. Implement selected aspects of an interdisciplinary plan of care for clients with selected alterations in health.
3. Provide client education across the levels of prevention to assigned clients / families / peers to address selected knowledge deficits.
4. Collaborate with the health care team in maintaining a therapeutic environment.
5. Identify and intervene in hazards to clients' wellbeing.
6. Apply principles and evidence from the biopsychosocial sciences and discipline of nursing to understand and intervene in selected alterations in health.
7. Establish priorities and conserve resources when providing care to a client/s with alterations in health.
8. Locate appropriate community resources for supporting biopsychosocial adaptation of clients across multiple phases of health and wellness, along the continuum of care.
9. Apply communication principles and therapeutic use of self in interactions with clients and their families.
10. Communicate effectively and promptly with the client/s, significant others, and members of the health care team as indicated by assessment data and trends.
11. Differentiate the application of the principles of beneficence, autonomy, advocacy, and confidentiality across a variety of health care settings.
12. Discuss the role of the nurse as advocate in a variety of health care settings.

Level I Student Learning Outcomes:

1. Using the nursing process, deliver safe care to selected clients of diverse backgrounds and characteristics, selecting appropriate evidence and consulting with faculty and staff as necessary.
2. Collaborate with multi-professional team members in the safe delivery of selected aspects of client care.
3. Propose a plan to improve the quality of a student's nursing care plan.
4. Establish priorities, manage time, and use resources conservatively in delivering safe client care.
5. Exhibit effectiveness in written, oral, non-verbal, and electronic modalities.
6. Remediate professional knowledge deficits.
7. Exhibit professional, legal, and ethical standards for personal behavior at all times.

Essential Questions:

1. What are the concepts of chronic illness across the lifespan and why are they important to nursing?
2. How do the different physiological/psychological concepts discussed in the course relate to chronic illness and each other in terms of nursing?
3. How as a nurse will you provide care to clients with chronic illness across the lifespan integrating knowledge of chronic illness, physiological/psychological concepts?

Required Textbook(s):

the student will communicate absenteeism with the instructor in a timely manner. Absence from classroom, clinical simulation lab, clinical is **REQUIRED** to be communicated by the student to the Instructor via email **PRIOR** to the start of the academic day.

Clinical punctuality is also essential for working with clinical affiliates and nursing staff. According to Nursing Department policy, students are expected at the clinical facility 15 minutes before the start of the shift prepared to deliver safe client care. If a student arrives after the start of the shift, student should report immediately to the instructor. At this time, a decision will be made by the instructor as to whether the student will be allowed to participate in the clinical day. Inability to complete the clinical assignment due to lateness constitutes an unexcused absence.

Lateness may be considered an unexcused clinical absence. Faculty will evaluate

- b) Before the start of the shift
 - c) Can only be absent for absolute emergency!
6. Be proactive - seek out opportunities on your clinical unit.
 7. If you need help with the theory or skills, please make an appointment with your instructor for guidance. You can also make an appointment with the lab professor for skill practice.

Grading:

Evaluation of classroom learning will be based on quizzes, exams, special projects, and written assignments. This may be done in groups or individually at the discretion of the faculty. Exams/quizzes are administered using current practice guidelines and may be taken individually or in groups; at home, open book, closed book, online, in the classroom, with notes or without notes, as determined by the faculty for the course. Clinical evaluation will be either satisfactory or unsatisfactory. A satisfactory clinical evaluation means that the student has been deemed by the faculty to be consistently safe and professional in all clinical activities and assignments, has attained all clinical competencies, has met the criteria identified on the clinical evaluation form, and has followed the policies and procedures of the Department of Nursing and the clinical agency. An unsatisfactory clinical evaluation will result in failure of the course (grade of F).

Students must earn both a minimum of B- in the didactic component of a course and a grade of “Satisfactory” in the clinical component in order to progress in the program.

Grade Scale

A 100 - 94	B 86 - 84	C 76 – 74	D 66 - 64
A- 93 - 90	B- 83 - 80		

Total	100%
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Clinical Simulation Lab/Clinical:

- Return Demonstrations of Clinical Nursing Skills: Satisfactory/Unsatisfactory
- Completion of Clinical Skills Checklist: Complete/Incomplete
- Med Math: >90% meets a Satisfactory grade
- Clinical paperwork/activities: Complete/Incomplete
- Clinical Field Experience: Satisfactory/Unsatisfactory
- Journals: Satisfactory/Unsatisfactory (at least 32/40 on Rubric)
- Completion of ATI Assignments: Satisfactory/Unsatisfactory

Assignment Descriptions:

Assignments, exams, and simulations are developed to support the student in meeting the course competencies as well as work toward the final program student learning outcomes. It is important to note that even though not all assignments are given a letter grade, unsatisfactory assignments can lead to failure of clinical and therefore the course.

Guidelines for Assignments:

Participation: This grade is determined by preparedness, civility, and engagement of the student throughout the semester. See rubric from breakdown.

Rationale Quizzes: It is expected that for each multiple-choice question, that the right answer be selected and for all the distractors that are wrong, the rationale of why they are wrong and the correction of the statement be provided. These assignments are to be submitted via Canvas before the start of class that week. See course calendar for dates.

New Hampshire Health Initiative Project: The objective for this project is to become an advocate for clients regarding a current health topic that you have expressed interest in as this course has progressed. The project includes a paper that is written in the form as an opinion editorial based on the chosen topic as well as a consolidation of the material into a letter to a congressman.

Change the Stigma of Mental Health Assignment: This written assignment will expand upon what the current stigma of mental health and reflect on an example of media that has been developed in order to combat the stigma and better represent mental health concerns.

Health Education Day Project: A group poster presentation for the annual Health Education Day will be completed during the semester. Topics will be based on HealthyPeople 2020 and community-based needs.

Unit Exams: These exams consist of multiple choice, short answer questions administered in class through the semester. Unit exams will be given at the beginning of class. See c

after the medication administration lab and passing the med math exam. Please see med math policy in the student nursing handbook.

Midterm Exam: There will be a midterm exam in class covering the first half of the semester. The exam will be multiple choice with possible alternative formats. See calendar for date.

Final Exam: There will be a cumulative final exam in class. This exam will be multiple choice with possible alternative formats. See calendar for date.

ATI Modules in preparation for lab: Assigned ATI modules are to be reviewed before lab and the pre-test is to be completed before simulation lab. The post-test will be taken at the beginning of lab. You must receive a grade of 85% or higher on the post-test.

If you do not receive an 85% or higher, you will need to remediate and will take the post test prior to lecture on Friday of the same week.

ATI Standardized Tests: All students are required to take specific standardized ATI tests during the semester. This tests for this course include the Practice and Proctored Fundamentals Exam. See calendar for dates.

ATI Practice Tests: There are practice tests on ATI that will be given as assignments during the semester to support your learning. These can be taken as many times as you would like. They will help with remediation of any content areas in which you are having difficulty.

discuss and review the evaluation. The evaluations are completed at midterm and at the end of the semester. This clinical evaluation tool is posted on Canvas and contains the student learning outcomes for the program as well as the specific course competencies. You should refer to the Theory to Practice documents for specific competencies to be evaluated and achieved for each unit in this course. “Needs Improvement” scores and/or “Unsatisfactory” marks may result in clinical failure. Refer to the NCC Nursing Student Handbook for the policy regarding clinical evaluations.

Course, Clinical Site, Faculty Evaluations: At the end of the semester you will be asked to complete course, clinical site, and faculty evaluations. These evaluations are very important and we take them very seriously. They are used to improve the program. Evaluation is an important part of your professional role and this supports your progress toward meeting your professionalism program student learning outcome goal.

Available Support Services

Tutoring, The Writing Center, Available Academic Services: The Academic Success Center | Room 100 offers academic support services which are open to all NCC students looking for additional help with their college assignments. Math tutoring and writing assistance are available. The Writing Center is for any student

Gonzalez, 603-578-8900 x1528_ or lgonzalez@ccsnh.edu for support and assistance. You may also contact Bridges, the local crisis center, for free and confidential services at their 24hr support line 603-883-3044. You do not need to be in crisis to call.

Additional information including resources can be found at:

New Hampshire Coalition Against Domestic and Sexual Violence:
https://www.nhcadv.org/uploads/1/0/7/5/107511883/nhcadv_catchment_map.pdf

uSafeUS <https://usafeus.org/app3/webviewer.html>

Bridges <https://www.bridgesnh.org/>

Additional Student Support Services: Information on additional support services for NCC students can be found at <http://nashuacc.edu/student-services/where-to-find-assistance-at-ncc>

Department Policies

For a complete listing and details of department policies, please see the Department of Nursing Student Handbook posted on Canvas. Students are responsible for the policies in both the nursing department student handbook as well as the Nashua Community College student handbook available on the NCC website <http://www.nashuacc.edu>.

Classroom/Clinical Simulation Lab/Clinical Rules of Conduct:

This policy is supplemental to the Student Code of Conduct Policy found in the Nashua Community College Student Handbook and the Department of Nursing Student Handbook.

The Department of Nursing seeks to cultivate an atmosphere of mutual respect at all times. There is a policy of “Zero Tolerance” for students’ behavior, whether it be frivolous or not, that is disruptive, hostile, rude, dishonest, threatening, or in any way directly or indirectly compromises the physical, mental, emotional, spiritual, cultural, and/or environmental well-being of another. Inappropriate and unacceptable behavior may be a warning sign of impending hostility or violence and will be managed by prompt reporting and immediate assessment.

Consequences may range from variances to dismissal from the nu(and2 re re9(pr)-2d()11(depa)8(r)fQq0.00000912 0

social media, or under other inappropriate circumstances. Information about a client may be discussed with faculty and peers as an aspect of clinical or classroom education and must not be further discussed or repeated to other individuals.

If a faculty member inadvertently assigns a student to a family member or a friend, the student must request another assignment. Students are expected to avoid reading the medical records of family members, friends, or acquaintances, and to confine their use of the electronic medical record to only that necessary to complete their assignments.

Special care must be taken to protect the rights of clients and maintain confidentiality when students are preparing for clinical experience. Documents, such as lab reports needed to complete

completion. If this is a graded assignment, the faculty may decide to decrease the grade as a late assignment.

Clinical Simulation Lab Policies and Guidelines

Refer to the Nashua Community College Department of Nursing Student Handbook for guidelines and policies related to the Nursing Arts Lab.

Classroom, Clinical, and Simulation Lab Safety

In order to prevent potential accidents and/or injury, the student must be aware of policies and procedures that ensure the safety of students, faculty, staff, and any other persons in the college and clinical agencies. Refer to the GENERAL POLICIES AND SERVICES section in the Nashua Community College Student Handbook for details about 'Safety' and fire regulations, the 'Immunization' policy, and the 'Student Code of Conduct' policies. There is the potential for exposure to sharp objects, blood borne pathogens and other diseases in the clinical setting. Students must complete the Centralized Clinical Placement modules regarding safety and infection prevention before entering the clinical setting, which can be found on the following website: <http://www.mass.edu/mcneps/orientation/welcome.asp>

Guidelines and Policies for Clinical Practice

1. Students are expected to transport themselves to the assigned clinical facility.
2. Students are expected to report 15 – 30 minutes early for all clinical experiences.
3. Students are expected to promptly notify the faculty by the faculty's preferred method of communication when tardiness or absence appears likely or has become inevitable.
4. Students must be prepared physically, cognitively, and emotionally to deliver client care.
5. Students are expected to adhere to the uniform dress code as established by the nursing program.
6. Students must have a current personal health insurance policy. Should the student become ill and/or injured while at a clinical agency, treatment will be given and the student will be billed for services.

Medication Administration Policies for Nursing Students

Students will not, under any circumstance, medicate a client by any route without the knowledge, instruction, and/or supervision of a faculty member of the Department of Nursing.

Withdrawal from a Course

A student who desires to withdraw from the Associate of Science in Nursing Program should review the situation with the Department Chair to determine whether the precipitating issue can be resolved. If not, the student may meet with the Vice President of Student and Community Affairs to reserve the possibility of re-enrolling in the program the following year in the new freshman class or at the point of last academic success on a space-available basis (see Re-Enrollment Policy in the Department of Nursing Student Handbook). If the student chooses not to meet with the VPSCA about returning to the program and subsequently desires to resume studying nursing, the student must reapply for admission. The ATI TEAS scores shall remain valid for two years.

College Policies

AF Policy: If a student misses more than the number of hours the course meets during a two-week period (e.g. six hours for a three credit course), the faculty may withdraw a student from the

