Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description:

NUR 101 Fundamentals of Nursing Practice 4-6-6
The objective of this course is to help the student to develop a firm foundation for basic nursing practice through demonstration, direction, mentoring, and support. In this first nursing course, the student learns to use the nursing process and draws on basic scientific principles, to organize, prioritize, and provide safe care. Additional focus is placed on interpersonal communication, cultural sensitivity, and appropriate use of health care terminology. The student is also introduced to ethical and legal concepts, and is encouraged to begin to develop self-assessment and professional accountability. Pre/Corequisite: BIO205.

Text(s):


Other Required Materials: Appropriate scrub uniform for clinical experiences, mostly leather shoes, stethoscope, penlight, name tag, wrist watch with second hand; other items as stated in Nursing Student Handbook.

Students should have basic computer:

• Regular and reliable access to a desktop or laptop computer with Windows or MacOS operating system to be able to access and use all online learning resources and tools.
• **Strong, reliable internet service.** A hard-wired connection is recommended especially when taking timed exams or quizzes. Satellite-based internet, Wi-Fi, and phone hotspots can work but have a tendency to disconnect service randomly. Even if this is only for a few seconds it can cause students to lose work that isn't saved or be kicked out of quizzes.

• **More than one internet browser.** For most online learning tools, the latest desktop version of **Chrome or Firefox** is recommended. Other browsers may not be fully supported by some online learning resources or have limited functionality.

• **A word processing program** that can save files in Microsoft Word (.doc) or Adobe (PDF) file formats. Students can sign up for Microsoft 365 with their MACC student email. This gives students access to the online version of Word as well as the ability to download the full Microsoft Word program on their desktop or laptop.

• **The ability to download and run programs on your personal computer** or access them on a MACC campus computer. Programs like Respondus Lockdown Browser and Microsoft Office cannot be downloaded on a smartphone, tablet, or Chromebook.

*Desktop computers with all the required hardware and software are available to students in MACC's Library and Academic Resource Center and the computer labs on campus (LARC)*

**Secondary devices**

**Chromebooks (Chrome OS operating system):** Web-based computing devices like Chromebooks may work great for lots of things, but support for this type of personal device and the ability to work "offline" may be limited. We cannot guarantee all the online learning tools students may need will work with these devices. For example, Respondus Lockdown Browser which is required for proctored exams in math classes cannot be installed and run on this type of personal device.

**Mobile phone or tablet (Android or iOS operating system):** They can be great for specific tasks like reading eBooks, keeping up with notifications, checking grades, and reviewing course materials in Canvas. However, support for mobile computing devices is limited and we cannot guarantee all online learning tools students may need to access will work with these personal devices.

**Purpose of Course:** The student is introduced to the fundamental concepts that are applicable to all areas of nursing. Because nursing exists to serve people, this course emphasizes the holistic approach to patient care and integrates information from the natural and social sciences in order to give the student a conceptual framework for understanding man as a unique whole with interrelated needs. The major focus of this course is on increasing student understanding of the process involved in maintaining physiological homeostasis through the nursing process. The student will develop competencies in the areas of assessment, communication, identification of needs and problems common to all individuals, and administration of appropriate therapeutic and restorative regimens. Basic psychomotor skills are learned. The student is also given the opportunity to develop a philosophy of nursing and to examine the role of nursing.

**Course Objectives:**

Upon successful completion of this course, students will be able to:

1. Identify and relate nursing theories to nursing practice.
2. Identify and describe the roles within the health care delivery system, focusing on nursing.
3. Develop an understanding of the nursing process to plan individualized holistic care for adult clients, including cultural, spiritual, and developmental considerations.
4. Integrate knowledge of physiological/psychosocial scientific principles with basic nursing principles applicable to care of adult clients.
5. Discuss appropriate body mechanics used in the delivery of nursing care.
6. Describe accurate and complete physical assessment techniques.
7. Demonstrate awareness of ethical and legal dimensions of nursing practice.
8. Develop therapeutic communication skills.
9. Discuss methods for organization and prioritization of safe and effective care for adult clients in the long-term care setting.
10. Identify basic ethical and legal nursing principles related to errors, confidentiality, advanced directives, patient self-determination, nursing documentation, and informed consent.

**Lab activities designed to meet the objectives:**

1. Proper hand hygiene. Donning and removing personal protective equipment; including sterile gloves. Performing sterile dressing set up, and application.
2. Obtaining and analyzing vital signs; temperature, radial and apical pulses, blood pressure, and respiratory rate, pulse oximetry, pain score.
3. Implementing safe transfer techniques, moving and positioning a patient in bed, using proper body mechanics.
4. Performing a complete bed bath and changing an occupied bed. Providing male and female perineal care.
6. Urinary elimination: inserting indwelling foley catheter and discontinuing it.
7. Insert nasogastric tube, connect to suction, discontinue it. Administer gastric tube feeding using kangaroo pump/bolus/syringe types.

**Clinical objectives:**

1. Utilize knowledge of nursing theory in the clinical setting.
2. Demonstrate an understanding of the roles within the health care delivery system, focusing on nursing.
3. Utilize the nursing process to provide individualized holistic care for adult clients, including cultural, spiritual, and developmental considerations.
4. Apply knowledge of physiological/psychosocial scientific principles to basic nursing care of adult clients.
5. Demonstrate therapeutic communication skills in the care of adult clients.
6. Demonstrate appropriate body mechanics in the delivery of care.
7. Perform accurate and complete physical assessment techniques.
8. Utilize appropriate ethical and legal principles in the care of adult clients.

**Course/Clinical Clock Hours:** Theory: 4 hours/week=64 hours. Lab 32 hours and clinical 64 hours. Each student must have a total of 96 hours (16 days) of laboratory/clinical this semester. This will include 8 laboratory days (half days), 8 clinical days (as scheduled by each clinical instructor.) You must have 100% attendance for lab/clinical hours and complete 100% of clinical paperwork. Clinical days may include observation, simulation, Professional Conference, vaccination clinic, and Health Fair.
Course Content: Fundamentals of Nursing Practice includes the following areas: Concepts basic to the nursing process; critical thinking and clinical reasoning skills; health assessment and physical examination, communication skills; documentation; evidence-based-practice; assessment skills and basic nursing procedures; nursing legal and ethics; infection control and hygiene; wound/skin care; perioperative care; pharmacology and medication administration; psychosocial and developmental needs; mobility, exercise, and safety; nutrition and fluid & electrolytes; acid-base, basic physiological needs, perioperative nursing care, comfort/pain, cultural competence, loss, grief, and spiritual health.

Connection with Health Sciences Division Outcome Statement:
In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

Outcome I:
Students will demonstrate effective written and oral communication skills.

- Students will document skills performed and will be evaluated on their communication with clients and peers during simulated situations in the lab setting and during clinical interactions with clients.

Outcome III:
Students will think critically while systematically assessing problems, identifying issues and implementing solutions.

- In the lab setting students will measure and analyze vital signs; determining normal ranges and possible causes of vital signs outside of normal ranges. In the clinical setting, students will be assigned a client and will perform a physical assessment. The student should begin recognizing cues, analyzing cues, prioritizing problems, identifying solutions, implementing actions, and evaluating outcomes.

Outcome IV:
Students will apply principles of professionalism and safety standards when entering the workforce.

- In the lab/clinical settings, students will be evaluated on their professionalism (interaction with clients and peers) and their ability to follow safety standards with skill completion. The student will demonstrate infection control, use of personal protective equipment, ambulation safety, and safe use of hospital equipment.

Outcome V:
Students will demonstrate skill mastery and will pursue lifelong learning in their field while adapting to changing industry standards and following evidence-based practices (EBP).

- Students will perform and successfully pass all of the required skills in the laboratory setting. Students will begin to read EBP articles and search CINAHL for peer-reviewed nursing journal articles. Students will complete a threaded discussion on P-I-C-O-T question development.
**Outcome VI:**
Students will demonstrate a commitment to the art of caring as an identity of health professionals through purposeful effort to include caring behaviors in each client interaction.

- Student will begin to show empathy and caring behaviors while caring for clients in the clinical setting.

**ASSESSMENT OF STUDENT LEARNING**

**Grade Scale:**

- A = 90-100%
- B = 83-89%
- C = 78-82%
- D = 66-77%
- F = 66 and below

**Assessment:**

A. **GRADE SCALE:**
Grading policies are within the guidelines and policies as established by the Moberly Area Community College School of Associate Degree Nursing, as outlined in the Associate Degree Nursing Student Handbook. Students must attain an average of 78% on all written work, both classroom and clinical AND must maintain a **C or Better** to progress.

- Lab grades and theory grades are independent of one another.
- In the case of lab/clinical failure, the theory grade will be assigned as “no credit” (N/C) if the student has earned 78% or greater in theory.
- In the case of a grade less than 78% in theory, the failing grade will be assigned and a grade of “no credit” (N/C) will be assigned for the lab/clinical portion of the course if the student has earned 78% or greater in both performance evaluations and lab/clinical paperwork assignments.
- In the case that both the theory and clinical portion of the course is less than “C”/78%; the failing grade will be assigned to theory and an F/Fail will be assigned to lab/clinical.

**Weighted grade system as follows:**
Quizzes, homework, case studies, other assignments=10% of grade
Unit Exams=60% of grade
Cumulative Final Exam=30% of grade

**Clinical performance will be evaluated by utilizing:** (1) clinical performance objectives, (2) pre/post-conference participation, (3) anecdotal notes, and (4) written assignments. Students must attain 78% on both clinical written work (Nursing Process, medication summaries, and observation reports) and clinical performance. **NO LATE PAPERWORK IS ACCEPTED.** In the **RARE** situation when extraordinary circumstances occur (death of close relative, unavoidable illness) the student’s clinical instructor and the Dean of
Health Sciences will consider the situation, considering proper notification of the situation and proper documentation of the circumstances.

The laboratory component of Fundamentals of Nursing is completed in the first eight weeks of the course. All students must complete 32 laboratory hours and successfully show mastery of all psychomotor skills. Students will be assigned to either a Tuesday or a Thursday in the laboratory to document practice hours. These hours should be utilized to perfect psychomotor skills. Please refer to the course section Fundamentals of Nursing Laboratory, NUR-101-01L for all laboratory/clinical information.

Laboratory simulation experiences will be scored similarly to clinical assignments. All simulation assignments must be submitted on time. **No late work will be accepted.**

**Psychomotor skills mastery demonstration:**
Time required for each skill will be adequate, and each student will be required to perform the skill within the specified time frame. Each student will be responsible for coming to skills check-offs prepared.

Students are not allowed to prompt each other during check-offs. Any suspicion of assistance during check off will result in a failure for that skill. Likewise, instructors are not allowed to prompt students when verifying mastery in a 1:1 situation. Instructors may, however, ask thought-provoking questions during 1:1 mastery verification.

Student check-offs that obviously portray mastery of the skill will be scored as “pass” by the scoring instructor. Any skill which appears to lack mastery will be referred to a second instructor. When two instructors agree on pass or fail, the score will be assigned and returned to the student. Any student who fails the skill after two attempts is unable to progress in the course.

**Usage of Clinical Laboratory**
The clinical lab is available to students for additional psychomotor practice and must be done with faculty present. Equipment and other clinical supplies such as syringes, needles, catheters, or any other devices are not to be removed from the lab. The clinical lab is monitored and students violating this policy may be subject to disciplinary action. The college will not be liable for students’ performing procedures outside the premises of the college’s clinical lab setting.

**YOU ARE RESPONSIBLE FOR ALL ASSIGNED HOMEWORK, READING MATERIAL, AND LECTURES FOR THE COURSE.**
**THERE IS NO EXTRA CREDIT AVAILABLE.**
**ALL GRADES ARE BASED ON THE ABOVE-STATED GRADE SCALE.**

**Expected Study Time Commitments:** Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

**Description of Assignment(s)/Project(s):**
Canvas Online Learning System will be utilized throughout the semester

1. Homework as outlined in modules/assignments section of Canvas Course
2. One PICOT project, Cultural/Spiritual Presentation.
3. HESI case studies, Adaptive Quizzing, HESI remediation

All homework assignments are posted in your Canvas Course. Clinical paperwork is due by 10am on the Monday following clinical experiences. In the event of special circumstances such as Holidays, written/electronic assignments are to be submitted by 10am on the next day that school is in session. No late paperwork, including clinical work will be accepted. A zero will be recorded which may result in failing the course.

A student may redo one clinical careplan in an attempt to get a passing grade of 78%. In order to redo one careplan, an initial careplan must have been submitted and received a grade below 78%.

EXAMS AND QUIZZES:
There will be five-unit exams and a comprehensive final exam. A Practice HESI exam will be given at mid-term, this will not be graded, but you will be assigned remediation activities based on your score. A second HESI exam will be given at end of course which will count as an exam score. (see below for scoring HESI exam.) Computer based exams will take place on campus. Quizzes and classroom exercises can be required at any time, announced or unannounced. Absent students receive no credit for quizzes or classroom exercises. Quizzes and classroom exercises cannot be “made up.”

Written Assignments
Students are expected to turn in all assignments on the designated dates and times posted in Canvas. Late work will be evaluated by the Dean of Health Sciences and the faculty. The Dean of Health Sciences upon evaluation will make the final decision. In the event the situation does not meet the criteria for extreme extenuating circumstances, a grade of “0” (zero) will be given.

Extreme extenuating circumstances are warranted by, but not limited to the following:
1. Illness of self or immediate family that requires hospitalization or emergency treatment.
2. Death in the immediate family.
3. Court appearances.

When possible, the student will provide written documentation and verbal notification to the faculty member in advance or as soon as possible to the time of the missed assignment.

Exams: If a student misses a scheduled exam, there will be an upfront deduction of 10% of the total points possible on the exam unless extreme extenuating circumstances prevail. If a second exam is missed, a retake may be taken but there will be an upfront 20% deduction of total possible exam points unless extreme, extenuating circumstances exist. In the case of extreme extenuating circumstances, the student may petition the faculty with proper documentation to waive the point deduction. The student will have only ONE week to petition the Faculty.

PARTICIPATION:
Participation in all aspects of the Associate Degree Nursing Program curriculum is essential for the learning process. Participation guidelines are followed as outlined in the Associate Degree Nursing Student Handbook.
Participation in classroom discussion is expected, both with the class as a whole, and within small groups.

OTHER METHODS OF ASSESSMENT:
Student-Instructor-Peer Interactions, Role playing, Group Projects, Student-Instructor conferences as desired by the student or deemed necessary by the faculty.

Formal Feedback meetings: Student-identified strengths and areas for growth; student identified goals and action plan. Instructor-identified strengths, areas for growth, goals of action plan.

Method of instruction: A variety of instructional methods may be utilized throughout the course at the discretion of the instructor. These may include lecture, PowerPoint, simulation, audiovisual, computer assisted learning, group discussion, guest lecturer, or attendance at specified outside conferences. Quizzes, exams, presentations, completion of plan of care, and/or demonstration may be utilized as appropriate throughout the course.

Pre-Lecture Prep Work: Prior to each lecture each student is responsible for reading the assigned chapters in texts.

STANDARDIZED EXAMS:
At the end of this course you will be given one NCLEX-style exam, administered by HESI (Heath Education Systems, Inc.). These exams are a required portion of the course and will include material from this course, as well as all previous required courses. This exam will evaluate your competencies in theory and clinical, similar to the state board exams/NCLEX. Scores from this exam will be computed and recorded as a unit exam. Failure to achieve the HESI recommended threshold would require a student to remediate. Access to the exam also includes access to learning materials which are provided to each individual student by Elsevier. It is important each student takes advantage of this learning package and completes this remediation.

If you have any questions or are having trouble with any Evolve Products, please visit Evolve Support

HESI Score will count as one-unit exam and will be graded based on the HESI Average Score you attained. See below.

<table>
<thead>
<tr>
<th>Hesi Score</th>
<th>Test grade for unit test</th>
<th>Score out of 50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Or = 950</td>
<td>100%</td>
<td>50/50</td>
</tr>
<tr>
<td>900 – 949</td>
<td>95%</td>
<td>47.5/50</td>
</tr>
<tr>
<td>850 – 899</td>
<td>90%</td>
<td>45/50</td>
</tr>
<tr>
<td>800 – 849</td>
<td>85%</td>
<td>42.5/50</td>
</tr>
<tr>
<td>750 – 799</td>
<td>80%</td>
<td>40/50</td>
</tr>
<tr>
<td>700 – 749</td>
<td>75%</td>
<td>37.5/50</td>
</tr>
<tr>
<td>650 – 699</td>
<td>70%</td>
<td>35/50</td>
</tr>
<tr>
<td>&lt; or = 649</td>
<td>65%</td>
<td>32.5/50</td>
</tr>
</tbody>
</table>
Remediation

**Academic:** 1. If a student receives less than a 78% on any unit exam, they will be required to do remediation activities. (Please see attached HESI remediation-this will begin second 8 weeks of this course.)
2. Remediation assignments will be determined by the individual faculty member and must be completed before the next exam.

**Clinical:** 1. When a student receives a failing score on any of the seven indicators on the Clinical Evaluation Tool one or two times, they will be required to do the remediation activities in the lab.
2. This remediation assignment and due date will be determined by the designated faculty member with lab coordinator.
3. Student-Instructor Conferences: Scheduled as often as necessary. The purpose is to guide the student’s progress in meeting the course objectives and enable the student to gain insight into needs related to clinical function.

**INSTRUCTOR POLICIES:**

**Make-up and late work:**

**Extra-credit work:**

**Schedule of Student Assignments/Activities:** see Course Calendar and clinical schedule provided by your clinical instructor. Follow schedule/calendar in Canvas for assignments.

**Other:**

**PROGRAM ASSESSMENT:**

The Associate Degree Nursing Program faculty continually strive to meet the needs of the associate degree nursing student through program improvements. This is a cooperative effort that includes faculty, students, the Missouri State Board of Nursing, and other entities as appropriate. Students are assessed on mastery of the course concepts and essential skills throughout the courses of the Associate Degree Nursing Program. Other program assessments are part of the Comprehensive Associate Degree Nursing Assessment Plan that includes clinical performance criteria, essential skills mastery, the Clinical Process Evaluation, standardized exams, NCLEX-RN Licensure, placement rates, follow-up surveys, and accreditation from the Missouri State Board of Nursing.

**SELECTION OF CLINICAL LEARNING EXPERIENCES:**
Students will be assigned clients the day of clinical practice each week. The student is expected to interview the assigned client, review the client’s progress record, note medications, procedures, and treatments the client is currently receiving. This data should be used to formulate a plan of care during the clinical experience.

**CLINICAL WRITTEN ASSIGNMENTS:**
During clinical practice, the student is responsible for patient care/assessment/communication/documentation. During clinical conference the student is expected to identify client problems/needs and begin the Nursing Care Plan, formulating nursing diagnoses, patient-centered goals, create a culture of safety, and individualized nursing actions.

Prior to clinical practice, the student is expected to be familiar with the concept/medications assigned each clinical week and come prepared to discuss during pre/post conferences. Following clinical experience, the student is expected to evaluate client progress, revising and updating the Nursing Process report.

In addition to the nursing care plan, the nursing process report includes a clinical performance self-evaluation.

1. **Assesses** patient using assessment forms and theories presented in classroom.
   a. Identify problems related to client needs
   b. Establish priorities for problems

2. Plans appropriate **nursing care** to meet goals of patient

3. Incorporates scientific nursing **principles** in plan of care

4. Evaluates effectiveness of plan of care to meet goals, making additions and deletions where applicable

**COLLEGE POLICIES**

**Attendance:**

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”
Term Length Drop Calculations

**16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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</thead>
<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
</tr>
<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
</tr>
<tr>
<td></td>
<td>• Participation in threaded discussions</td>
</tr>
</tbody>
</table>

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (Policy Handbook, I.090 & M.095)
**Academic Dishonesty:**
MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**Title IX Statement:**
MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4100, ext. 11369 or cherylllybarger@macc.edu