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

Catalog Description: PNC128 (5-2.5-6) Total credit hours: 6; Theory credit hours: 5; Lab/Clinical: 1 credit hour. Clock hours: 80 hours lecture; Lab hours: 24; Clinical hours: 16. This course combines theory, laboratory, and clinical experiences to provide the novice practical nursing student or certified nurse aid with knowledge and skill to provide care for clients in the clinical setting. Concepts include health and wellness, immunity and infection control, alterations in skin integrity, altered patterns of urinary and bowel elimination, oxygenation, nursing process, and physical assessment. Integrated concepts include age variations in client care, cultural considerations, and the role of the LPN in the health care team.

Pre or Co-requisites: BIO209 (Physiology).
PNC courses must be taken in sequence as outlined in the academic map.

Text(s):

Essentials for Nursing Practice; 9th Edition; Author: Potter, Perry, Stockert, Hall; Publisher: Elsevier; ISBN: 978-0-323-48184-7


Other required materials: Stethoscope, watch with second hand, pen light, bandage scissors, and gait belt

Purpose of Course:
This course builds upon what was learned in the PNC120 (Foundations of Nursing I) course and/or learned as a certified nurse’s aide. It is designed to further instruct the practical nursing student in nursing skills, attitudes, concepts, and critical thinking. Nursing skills will be approached from a holistic point of view to include psychological, physiological, cultural, and environmental impact in planning individualized client care. Preventative and restorative nursing are stressed. Students will utilize what is learned in the classroom and laboratory and apply provide direct client care in the clinical setting.

Course Objectives:
After completion of the course the student is prepared to:
1. Describe principles of health and wellness, in caring for clients throughout the lifespan and with various cultural backgrounds.
2. Utilize the nursing process to identify client needs and plan nursing care.
3. Perform a physical and psychosocial assessment in the skills lab and clinical setting.
4. Describe basic concepts of leadership and management appropriate to the practical nursing role.
5. Perform nursing skills and procedures in the skills lab and clinical setting to prevent or alleviate alterations in sensations, elimination, oxygenation, and skin integrity.
6. Identify alterations in sensation, elimination, oxygenation, and skin integrity.

Skills Lab and Clinical Objectives

1. Identify the role of the Practical Nurse.
2. Assess, plan, and implement, basic nursing care for a variety of clients.
3. Participate in a variety of basic nursing care procedures dealing with hygiene, nutrition, elimination, environment, and medical asepsis, transferring clients from bed to wheelchair, to chair to cart.
4. Establish and maintain therapeutic relationships with the client and/or their significant other.
5. Develop beginning techniques for the nursing process.
6. Develop communication skills with the other health care providers.
7. Complete and document a nursing assessment (Physical and Psychosocial) with a priority nursing diagnosis; including diagnosis, goal, three interventions and rationales.

Course Content:

This course may be presented in any order that best fits the schedule. It is the student’s responsibility to pay attention to the calendar. Each unit will have its own exams, homework, etc. and all grades will go into the same course grade

Unit 1: The Nursing Process—Chapters 8, 9, 10, and 11
Unit 2: Patient Education—Chapter 12
Unit 3: Health Assessment—Chapter 16
Unit 4: Elimination—Chapters 36 and 37 Patient Education—Chapter 12
Unit 5: Oxygenation—Chapter 32
Unit 6: Skin Integrity, Wound Care and the Surgical Patient—Chapter 38 and 40
Unit 7: Health and Wellness in Nursing—Chapters 2, 4, 19, and 24
Unit 8: Promoting Psychosocial Health—Chapters 20, 21, 22, and 25

Lab activities designed to meet the objectives:

1. Practice physical assessment in the lab setting.
2. Complete and document a full physical activity outside of the lab.
3. Complete a Care Plan.
4. Check-off on a general assessment.
5. Check-off on inserting and removing an indwelling urinary catheter
6. Check-off on performing a sterile damp-to-dry dressing change with irrigation.
7. Check-off on applying elastic bandages.
8. Practice placing a *nasogastric tube and providing nasopharyngeal suctioning.  
   (May be completed in Medication Administration.)
9. Participate in a fundamental skills review.

Clinical activities designed to meet the objectives:

1. Patient care (ADLs and Assessment) in a Health Care Facility and completing Nursing Care Plans.
2. Simulation focused on Medication Administration and Nasogastric Tube placement.
3. Simulation focused on assessment; incorporating labs and diagnostics, and developmental models.

Connection with Health Sciences Division (HSD) Outcome Statement:

In compliance with MACC’s Health Sciences Division 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 in the clinical setting.

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

- In the lab and clinical setting students will measure and analyze vital signs; determining normal ranges and possible causes of vital signs outside of normal ranges. Students will perform physical and psychosocial assessments in the clinical setting; using collected data to develop nursing care plans. Students will respond to varied situations in the lab and clinical setting and will be evaluated on their responses, observations and problem-solving abilities.

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

- In the lab and clinical setting students will be evaluated on their professionalism (interaction with clients and peers) and their ability to follow safety standard. The student will demonstrate infection control, use of personal protective equipment, ambulation safety, and safe use of hospital equipment.
ASSESSMENT OF STUDENT LEARNING

Grade Scale:

A = 92-100%
B = 83-91%
C = 78-82%
D = 66-77%
F = 65 and below

The final grade for this course is determined by the following scale:

Unit exams = 65% of final grade
Quizzes, homework, etc., = 10% of final grade
Final = 25% of final grade

- Students are required to pass the theory portion of the course with a minimum of 78%.
- In addition, students must earn a score of “C” or 78% of total lab points possible in lab performance AND in written lab assignments.
  - Lab/Clinical 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 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 clinical.

The lab/clinical portion of the course is a pass/fail grade. To accomplish a passing grade for lab/clinical, the student is required to pass lab/clinical with a minimum of 78% on both Lab/Clinical Performance Evaluations AND a minimum of 78% on the Lab/Clinical Paperwork.

Assessment:

Learning outcomes will be measured through, but not limited to, the following:
- Unit exams
- HESI Exam
- Quizzes and Written Assignments
- Final Comprehensive Examination
- Lab/Clinical Paperwork/Documentation
- Lab/Clinical Performance Evaluations

Program outcomes and assessment: The practical nursing faculty continually strives to meet the needs of the practical nursing student through program improvements. This is a cooperative effort that includes input from the faculty, students, the Practical Nursing Advisory Board and
other appropriate agencies or entities. Students are assessed on mastery of the course concepts and essential skills throughout the courses of the Practical Nursing program. Other program assessments are part of the Comprehensive Nursing Assessment Plan that includes clinical performance criteria, essential skills mastery, the clinical process evaluation, NCLEX-PN testing, successful licensure, placement rates, follow-up surveys, and approval by the Missouri State Board of Nursing.

**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.

For the Foundations of Nursing II course, students should expect to spend 20 to 40 hours per week studying, reading, and working on assignments for each registered credit hour.

**Description of Assignment(s)/Project(s):**

**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.

**Pre-Lecture Prep Work:** Prior to each lecture the student is responsible for reading the assigned chapters in the text and completing any assigned preparatory work such as outlines, objective responses, etc.

**Participation:** Participation in classroom discussion is expected, both with the class as a whole, and within small groups.

**NCLEX-Style Computer Based Exam:**
In the last few weeks of this course the student will be given an NCLEX-style computer-based exam, provided by Health Education Systems, Inc.-(HESI). It will include material from this course, as well as content covered in other courses. The student will be responsible for the cost of this exam and materials per semester, and for follow-up procedures (learning material the student missed on the exam). The exam will evaluate the student's competencies in theory and clinical, similar to the state board exams.

Scores from this exam will be computed and recorded as a unit exam- (See Practical Nursing Student Handbook.) Access to the exam also includes access to learning materials.

**INSTRUCTOR POLICIES**

Tardiness:
Make-up and late work:
Extra-credit work:
Other:

**COLLEGE POLICIES**

**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**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course  | 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:  
  • Completion of quizzes or exams during class meetings and online  
  • Submission of assignments during class meetings and online  
  • Participation in discussions during class meetings and online |
Online Course

Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

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](http://www.macc.edu/index.php/services/access-office)).

**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](http://www.macc.edu/index.php/services/access-office)). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**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.

**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](http://www.macc.edu/index.php/services/access-office).

**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](http://www.macc.edu/sexual-misconduct-policy) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or [CherylLybarger@macc.edu](mailto:CherylLybarger@macc.edu).