

N001
Fundamentals of Nursing
Syllabus

Evergreen Valley College
Nursing Program

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EVERGREEN VALLEY COLLEGE

COURSE OUTLINE

Fundamentals of Nursing

Course Instructors:

Garry Johnson DHSc, RN, CCRN	Room S-212	Ext.6264	garry.johnson@evc.edu
Karen Cheung MS, NP, RN	Room S-216	Ext. 6604	karen.cheung@evc.edu
Poonam Khare, MS, RN	Room S-217	Ext. 6026	poonam.khare@evc.edu

Section I – Course Information:

Units: 9.5 units

Lecture = 4.5 units

Lab = 5.0 units (Lab hours 15)

Course Prerequisite: Biol 071, Biol 072, Biol 074, ENGL 001A, all with a minimum grade of C, and admission into the EVC Nursing Program * (page 118 EVC College Catalog)

Co-requisite: None

Advisory Level: Read: 3 Write: 3 Math: 2

Section II – Course Description:

This course addresses the health needs of individuals of varied psychosocial and cultural backgrounds. Nursing skills are developed to adapt nutrition, hygiene, comfort, safety, and pharmacology for each client. This course is designed to apply the nursing process to the health needs of the adult client utilizing basic nursing skills and caring behaviors to meet physical, social, and emotional needs. The Client Needs approach is used as the framework for providing safe and effective nursing care. The course includes clinical experiences in health care facilities.

Section III – Textbooks: Required

Cheung, K. Khare, P. & Johnson, G., (2018). *Fundamentals of nursing syllabus*. San Jose: Evergreen Valley College

Adams & Urban (2015) *Pharmacology connections to nursing practice (3rd Edition)* Pearson
ISBN: 978-0-13-392361-2

Ackley, B. et al (2017). *Nursing Diagnosis Handbook*. (11th Ed.) St. Louis/ Elsevier ISBN: 9780323322249

Lewis, Bucher, Heitkemper, & Harding, (2017). *Medical surgical nursing: assessment and management of clinical problems* (10th Ed.). St. Louis: Mosby/Elsevier ISBN: 978-0-323-35593-3

Pagana, K.D. & Pagana, T.J., (2015) *Mosby's manual of diagnostic and laboratory tests*. (5th Ed) St. Louis: Mosby/Elsevier ISBN: 978-0-323-08949-4

Potter & Perry (2017). *Fundamentals of nursing* (9th Ed.). St. Louis: Mosby/Elsevier ISBN: 978-0-323-32740-4

Touhy, T., & Jett, K (2018). *Ebersole and Hess' Gerontological nursing & healthy aging* (5th Ed.) St. Louis: Mosby/Elsevier ISBN: 9780323401678

ATI Book Bundle (instructions on how to order provided in Email from Program Coordinator)

ATI Pharmacology Made Easy

ATI Skills Modules

ATI Dosage Calculation 2.0 Dimensional Analysis

ATI Dosage Calculation 2.0 Desired over have

ATI Dosage Calculation 2.0 Ration and Proportion

Skills Bag (instructions on how to order provided in Email from Program Coordinator)

Section III – Textbooks: Recommended

Venes, D. (editor). *Taber's cyclopedic medical dictionary*. 22nd Edition FA Davis

Section IV – Student Learning Outcomes (SLOs):

Safe and Effective Care Environment

Implement fundamental nursing care based on the nursing process to meet the needs of adult client with assistance.

Identify advocacy and delegation in achieving optimal client outcomes.

Health Promotion and Health Maintenance

Identify factors that promote or hinder access to health care for adults.

Identify teaching /learning principles to promote optimal health to adult clients with assistance.

Psychosocial Integrity

Identify principles of therapeutic communication to provide care for adult clients.

Demonstrate cultural awareness when providing care for an adult client.

Implement caring behaviors that support mental, emotional, and social well-being of the adult client.

Physiological Integrity

Demonstrate nursing care based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology, and growth and development that recognizes the concept of critical thinking in maximizing physiological integrity.

Professional Role of the Nurse

Establish effective working relationships with members of the health care team.

Demonstrate accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse, with assistance.

Identify and develop a plan to meet one’s own learning needs, with assistance.

V. Course Content

Course Content
• Introduction
○ EVC Nursing Model
▪ Define components of nursing model
○ Nursing program policies and procedures
• Nursing process
○ Review components
○ Socio-cultural factors
▪ Growth and development
• Apply developmental tasks and developmental levels for theorists
▪ Application of cultural influences
• Sexuality
• Religion/spirituality
• Gender
• Sexual preferences
• Health practices
• Illness
• Socio-economic

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Assessment of coping mechanisms
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Critical thinking
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Application of nursing process
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ How nursing interventions promote health
<ul style="list-style-type: none"> • Assessment of body systems
<ul style="list-style-type: none"> • Nutrition
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Influencing factors
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Dietary guidelines
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Dietary needs
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Medications
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Hospital diets
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ NG, GT, JT feeds/complications
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Application of the nursing process
<ul style="list-style-type: none"> • Basic GI/GU concepts
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Review anatomical structures and physiological functioning
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ GI./GU terminology
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Basic GI assessment
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Nausea/vomiting
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Constipation
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Diarrhea
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Impaction
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Basic GU assessment
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Urine description
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Enemas
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Catheterizations
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Collection of lab specimens
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ UA
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ 24 hour urine
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Stool specimen
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ 48 hour stool
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ GI Meds
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Laxatives
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Cathartics
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Application of the nursing process
<ul style="list-style-type: none"> • Physical safety within the health care setting
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ General concepts
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Assessment for risk
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Injury prevention
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Patient assaults
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Client abuse
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Restraints
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Application of the nursing process
<ul style="list-style-type: none"> • Medical asepsis
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Review of body defenses
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Review chain of infection
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Implementation of medical aseptic techniques

○ Isolation precautions
○ Application of the nursing process
● Surgical aseptic technique
○ Sterile technique
○ Application of the nursing process
● Mobility
○ Application of physiological and pathophysiological concepts
▪ Hazards of immobility
▪ Describe and demonstrate assistive devices
○ Application of the nursing process
● Interpretation of vital signs
○ Clinical implications
○ Application of the nursing process
● Nursing care of the surgical client
○ Pre-Op
○ Post-Op
▪ Cultural considerations
▪ Complications
● Paralytic ileus
○ Sleep and rest
▪ Sedatives
▪ Hypnotics
○ Anesthesia
○ Conscious sedation
○ Informed consent
○ Application of the nursing process
● Nursing care of the client in pain
○ Review of physiology of pain
○ Pain assessment
▪ Cultural considerations
○ Pharmacological interventions
▪ Opioids
▪ Non-opioids
▪ NSAIDs
○ Nonpharmacological interventions
○ Application of the nursing process
● Administration of medications
○ Pharmacodynamics
▪ Ethnic considerations
○ Pharmacokinetics
○ Safe preparation and administration
○ Adverse reactions/side effects
○ Interactions with food or other medications
○ Legal methods of reporting and recording medications
○ Application of the nursing process
● Nursing care of the client with body fluid and electrolyte disturbances

○ Review distribution of body fluids
○ Electrolytes – K, Na
▪ Hyper-
▪ Hypo-
▪ Medications
○ Review homeostatic mechanisms regulating fluid volume
○ Disturbance in fluid volume
▪ Dehydration
▪ Fluid overload
○ Laboratory data
▪ CBC
▪ Chemistry
▪ Urinalysis
○ Application of the nursing process
● Nursing care of the client with alterations in oxygenation
○ Review structure and function of pulmonary system
○ Oxygen delivery systems
○ Oxygen saturation
○ Medications
▪ Antitussives
○ Application of the nursing process
● Nursing care of the dying client
○ Physiological signs of death
○ Cultural aspects
○ Legal aspects
▪ Advance directives
▪ Organ donation
○ Application of the nursing process
● Communication
○ Verbal communication
▪ Nurse-client relationship
● Therapeutic communication
● Self awareness
● Blocks to verbal communication
▪ Interviewing
○ Written communications
▪ Components of medical record
▪ Use of abbreviations
▪ Record keeping – written and computerized
▪ Legal responsibilities
▪ Unusual occurrence/incident report
○ Teaching/Learning principles
▪ Learning theories
▪ Domains of learning
▪ Factors that facilitate/inhibit learning
▪ Identify learning styles

<ul style="list-style-type: none"> ▪ Identify alternative study habits
<ul style="list-style-type: none"> ▪ Develop learning plan <ul style="list-style-type: none"> • Student • Client
<ul style="list-style-type: none"> ○ Application of the nursing process
<ul style="list-style-type: none"> • Application of the role of the associate nursing student <ul style="list-style-type: none"> ○ Underlying ethical principles ○ Nursing code of ethics ○ Accountability/responsibility ○ Client bill of rights <ul style="list-style-type: none"> ▪ Advocacy ▪ HIPPA ▪ Confidentiality ▪ Abuse reporting ▪ Malpractice/negligence ▪ Nurse practice act ▪ Scope of practice ○ Member of the health care team ○ Areas of responsibility <ul style="list-style-type: none"> ▪ Lines of communication <ul style="list-style-type: none"> • Chain of command • Define collaboration ○ Application of the nursing process

Section VI – Teaching/Learning Methods:

- A. Classroom
 1. Lecture and Discussion
 2. Clinical Scenarios
 3. Media
 4. Reading assignments
 5. Written assignments

- B. Lab: Nursing Program Resource Center (NPRC) and Health Care Facility
 1. NPRC: Practice of nursing skills such as injections, medication administration, NG insertion etc. in Nursing Practice Resource Center includes ATI skills videos as assigned in reading schedule. This resource is designed to assist you as you learn new skills and progress through the course. It is strongly recommended that you complete each of the assigned skills video and present the completion certificate to your NPRC professor.
 2. Health Care Facility assignments
 3. Pre and post conference discussions
 4. Clinical Assignments/ Clinical Records
 6. Student presentations
 7. Observational experience
 8. Simulation Lab Experience

- C. ATI resources and videos: Go to 1) Products 2) Tutorials. 3) Select the Skills Modules as an option along with their other tutorials.

Section VII – Methods of Evaluation:

- A. **Evaluation of completion of each student learning outcome will be based upon written examinations, assignments, and the application of theoretical concepts to clinical performance.**
 1. Must achieve a 75% or above to pass the course
 2. If a student does not pass at least 50% of the exams with a 75% or above, the student will not pass the course and cannot receive a grade higher than a D.
 3. Test scores are not rounded up.
 4. No exam questions will be eliminated, rather they will be nullified (as deemed by the instructor). To nullify a question means to accept all choices as correct. No extra credit will be given to a student who scored the item correctly. Total points for the exam will remain the same.
 5. All students are required to take the Nutrition and Fundamentals Assessments at a designated time in the semester. Students can earn up to 4% of the total number of points for a course depending on the level they achieve for each ATI exam. In order for the student to obtain the points the student must
 - A. Submit documentation of a 90% score on the non-proctored exam on the proctored exam day
 - B. Take the proctored ATI exam and achieve Level 1 for 2% of course point, Level 2 for 3% of course points or Level 3 for 4% of course points. (Less than Level 1= 0%)

Note: If a student does not reach 90% on the practice exam or does not submit documentation on the proctored exam day, he/she can take the proctored exam but will

not receive course points. Students will not be permitted to retake the proctored exam.

6. Must receive a satisfactory in clinical to pass the course.
 1. Includes satisfactory completion of clinical records
 2. Satisfactory completion of skills lab
7. The theory grade will be the grade received for the entire course.

B. Theory: Written Tests and Assignments Include:

1. Exams
 - a. Exam (3)
 - b. Final (100 point cumulative final)
2. Quiz (s)
 - a. Quizzes are announced and based upon the assigned readings
 - b. May be take home or in-class
 - c. 5 quizzes worth 5 points each
 - d. Nutrition flyer- group project- 5 points
3. Required Term paper using APA format. Instructions posted on Canvas (50 points)
4. ATI Fundamentals of Nursing/ATI Nutrition (refer to policy above)
5. All students must participate in weekly Peer Lead Team Learning sessions. A series of learning strategies has been developed to assist the student in understanding and applying the content from N001. (This is a required part of the course and receives 0.5points for each day of attendance; please review and sign PLTL contract page).

C. Clinical

1. All overall student-learning outcomes (SLOs) must be met to receive a grade of satisfactory for the course. The descriptive behaviors, which follow each overall student-learning outcome, will be used as guidelines. A satisfactory in clinical is needed to pass the course. The theory grade will be the grade received for the entire course.
2. Math Exam: The student is expected to achieve a score of 100 % on a medication math exam. The student will be allowed a total of 3 attempts to pass the math exam. If student does not reach 100% on the 3rd and final attempt, the student will not pass the course and will receive a failing grade for N001. (Please see Math Contract page)
3. **In a situation that endangers the safety of a client, a period of remediation is not appropriate. The student will receive an unsatisfactory in clinical at that time and will not be allowed to continue in the clinical experience. The decision will receive the concurrences of another faculty member and the Dean of the Nursing Department.**
4. If a student is unsatisfactory in clinical, the student will not pass the course and the grade for theory will be an F.

Grading scale

1. Points from the three exams, final exam, quizzes, PLTL and a term paper will be added together. ATI points will be calculated and added to the total points for the course. **Each student must pass at least two exams with a 75% or greater in order to pass the course.** Grades will be assigned according to the percentage.
2. Scale: 90% -100% = A
 80% - 89% = B

75% - 79% = C

60% - 74% = D

Below 60% = F

3. **Students must pass the theory portion of the course with a minimum grade of 75% (a grade of C) and must receive a satisfactory for clinical to pass the course and continue in the nursing program.**

E. Student Success

1. We want you to be successful in this course. If you need assistance please contact the Student Success Coordinator. The Student Success Program is designed to help students develop ways to be successful in the nursing program and to be lifelong learners.
2. As a student you also have access to the Tutoring Center. The Tutoring Center is located in the Library/Educational Technology Center Building, LE-200. Please check to see if they have a nursing student hired to tutor. This would be the ideal person for you to receive your tutoring.
3. Students are responsible for contacting the Tutoring Center. However, if you are having difficulty making this contact or not satisfied with the assistance that you receive, please let the faculty know. There might be other resources available to assist you. Do not wait until the last minute to seek help. We know that students increase the probability of success if they seek assistance as early as possible.
4. Your instructor is also available to assist students during office hours or at other times as necessary. Please do not hesitate to contact them.

F. Disabled Support Program If you have or believe you have a disability, such as a learning disability or a physical disability; please consider visiting the Disabilities Support program (DSP) at Evergreen Valley College. They can provide special accommodations to qualified students, and all disability information is kept completely confidential within the DSP. A nursing student can receive accommodations without ever divulging the nature of her/his disability, and utilizing DSP could mean the difference between success and failure in the nursing program. Some examples of accommodations are: extended time on tests, use of a computer (in class and on tests), and priority registration. If you qualify for accommodations and want to utilize them, it is your responsibility to notify your instructor/s each semester concerning your specific needs. The DSP is located in the Student Services Building, in room SC-120. The phone number is (408) 270-6447

G. Missed Examinations:

1. All students are expected to take examinations as scheduled. The student must notify the full time faculty nursing instructor *prior* to the exam time, if unable to take the exam. Alternative exams may be administered to students with excused absences. It is the responsibility of the student to schedule all missed exams with the full time faculty member, any student, with an excused absence, must take the examination on the **first day** the student returns to school. The grade a student achieves on the exam will be the grade the student receives. No one will be allowed to retake any examination.

H. Clinical Competency Guidelines

1. Students are required to practice skills *prior* to clinical/lab setting. To participate in clinical/lab, the student must show evidence of physical and mental preparation for laboratory or clinical assignments. This includes, clinical prep forms, including pathophysiology, medications profile, and anticipated care for the client done to the best of your ability. The student may be dismissed from

the lab/clinical area and receive an unexcused absence for lack of preparation. (Please see Skills Lab Contract page)

I. Nursing Program Resource Center (NPRC)

1. Students are required to view computer material, videos, etc., to supplement lectures, reading, and laboratory material.

Section VIII – Attendance:

1. **Absences: In order to meet the student learning outcomes of the course, attendance is required.**
2. Students may not miss more than the equivalent of the lecture time a course meets over a one-week period.
3. Students may not miss more than the equivalent of the hospital-based clinical time a course meets over a one-week period.
4. Students may not miss more than the equivalent of the skills lab-based clinical time a course meets over a one-week period.
5. Three (3) unexcused tardies will be equivalent to one absence. Each additional tardy, after 3 unexcused tardies, will be considered an absence.
6. Students that exceed this attendance requirement are at risk for failure and must meet with their instructor to discuss consequences.
7. For any missed hospital-based or skills lab-based clinical day, there may be an alternative project assigned.
8. If a student is late to class or misses the class when a quiz is given, then they will not be able to take the quiz.

Section IX – Office Hours:

A. All instructors will post their office hours on their office windows as well as give students their individual hours.

Instructor	Office Sequoia Building	Phone Number Main School (408) 274-7900	Email Address	Office Hours
Poonam Khare	S-217	Ext. 6026	Poonam.khare@evc.edu	Mon. 10:15-1:30pm Wed./Thur. 1:20-2:30pm *available by appointment
Cheung, Karen	S-216	Ext. 6604	Karen.cheung@evc.edu	Mon 7:00-8:00 Tues 1:45-4:45 Thurs 1:30-2:30 @St. Louise *available by appointment
Johnson, Garry	S-212	Ext. 6264	Garry.Johnson@evc.edu	Tues 1:45pm-4:15pm Wed 1:30pm-3:00pm Thurs 4:15pm-5:15pm *available by appointment

1. Should a student need to contact their instructor they may leave a message on the instructor's voice mail or email the instructor. You can also call the Nursing Education Office at (408) 270-6448 if you need to reach an instructor right away and the Administrative Assistant will try to reach the instructor and have them call you.
2. Adjunct Faculty will provide you with contact information and office hours as appropriate.
3. All clinical instructors will give specific instructions on how to notify them regarding your clinical setting specific to absences, tardies, and clinical assignments. It is the student's responsibility to notify the assigned clinical instructor if you are going to be tardy or absent.

Section X: Policies

The EVC Nursing Program adheres to all of the Evergreen Valley College policies and all of the policies and statements found in the EVC Nursing Program student handbook.

1. All students are responsible for knowing the **Student Disciplinary Procedures and Complaint/Grievance Policy**, which can be found in the Student Nurse Handbook and the College Catalog.
2. Students are also responsible for knowing and abiding by the **Standards of Student Conduct** located in the 2017-2018 EVC Catalog as well as the **policies on Academic Honesty and Ethical Behavior** in the Student Nursing Handbook.
3. All assignments are due on time as listed in the Course Timeline and/or the written instructions for the assignment. Failure to turn assignments in on time could result in loss of points and/or a grade of unsatisfactory on the assignment. Assignments knowingly turned in incomplete can be ruled as unethical behavior and will be addressed through the College and Nursing Program Policies on **Academic Honesty and Ethical Behavior and Standards of Student Conduct**.
4. Cheating and/or plagiarism will not be tolerated. Students will be held to the **Academic and Behavioral Standards and Consequences** listed in the 2017-2018 EVC Catalog and the **Academic Honesty and Ethical Behavior** policy in the student nurse handbook.
5. Dropping Classes-a student may drop a class by using MyWeb; Students may also drop classes in person in the Admissions Office. Students are responsible for dropping courses by published deadlines. Failure to do so may result in non-passing grades or outstanding fees. Students can find information on dropping courses on the EVC webpage. Information on Withdrawal can be found in the EVC Catalog under Definition of Letter Grades and Symbols. **It is the responsibility of the student to drop a course if necessary.**

FALL REGULAR 2018 Dates - Students enrolled in fall short term classes (less than 16 weeks) should drop by the first scheduled class meeting to avoid receiving a “W” and being charged registration fees.

Labor Day - campus closed **9/3/18**

FALL REGULAR SESSION BEGINS **9/4/18**

LAST DAY TO DROP fall REGULAR session classes without receiving a “W” on record or being assessed fees. **9/16/18**

LAST DAY TO DROP fall REGULAR session classes with eligibility for a refund of registration fees.

LAST DAY TO ADD via MYWEB using Add codes for fall REGULAR session classes (10 pm)

CENSUS DAY **9/16/18**

FIRST DAY of Withdrawal “W” period for a Fall REGULAR semester class **9/17/18**

ADT Graduation Petition due in the Office of Admissions & Records **9/24/18**

LAST DAY TO APPLY for a refund of enrollment fees if classes were dropped on or before September 17, 2018 LAST DAY TO SUBMIT Pass/No Pass forms to the Office of Admissions and Records **9/28/18**

Graduation/Certificate Petitions for Fall 2018 due in the Office of Admissions and Records **10/1/18**

Veteran’s Day - campus closed **11/10 - 11/12/18**

Thanksgiving Holiday – campus closed **11/22-11/25/18**

LAST DAY TO DROP a fall REGULAR session classes and receive a “W” on record **11/26/18**

English final exams - no regular day classes meet. Friday evening classes will meet as scheduled. **12/14/18**

FALL REGULAR SESSION ENDS **12/20/18**

FALL SESSION 2018 grades available online at MyWEB <http://myweb.sjeccd.edu> **01/14/19**

Section XI – Clinical Performance Specifications:

Definition of Terms:

1. Satisfactory – S

- a. The student will demonstrate consistent safe nursing care as described under each student learning outcome.
- b. The student must meet the overall student learning outcomes.
- c. All student learning outcomes must be **Satisfactory** by the end of the course in order to successfully complete the course.

2. Unsatisfactory – U

- a. The student demonstrates a pattern of behavior, which is inconsistent with the descriptive behaviors of one or more student learning outcomes.
- b. Continuous verbal and physical cues are needed.
- c. A pattern of behavior is one, which reoccurs after counseling.

3. Needs Improvement - NI

- a. The student has not consistently demonstrated their knowledge of skills in this area. (Will only be used for Midterm evaluation)

4. Not Observed-NO

- a. No opportunity for this skill to be observed during the evaluation period.

5. Safety

- a. **In a situation that endangers the safety of the client, a period of remediation is not appropriate. The student's performance will be considered unsatisfactory and the student will not be allowed to continue in the course. The decision will be reviewed by another faculty member and the dean of the nursing department.**
- b. **Students will not be allowed to continue if acts of gross negligence occur.**

Student Learning Outcome # 1 Safe and Effective Care Environment
A. Implement fundamental nursing care based on the nursing process to meet the needs of adult clients, with assistance
1. Provides cares for one or two clients following the individualized plan of care
2. Performs basic physical assessments of clients
3. Reports and records significant findings, with assistance
4. Follows 8 (eight) rights when administering medications
a. Consistently uses two forms of identification

b. States, classification, action, indications, usual dosage, routes, major side effects, and nursing implications
5. Maintains safe environment for client and self
6. Maintains “Standard Precautions”
7. Maintains Medical Aseptic Technique (MAT), when indicated
8. Maintains Surgical Aseptic Technique (SAT), when indicated
B. Identify advocacy and delegation in achieving optimal client outcomes
1. Advocates for the client, with assistance
Student Outcome # 2 Health Promotion and Maintenance
A. Identify factors that promote or hinder access to health care for adult clients
1. Identifies community agencies and activities that provide assistance in meeting the client’s individual needs
B. Identify teaching/ learning principles to promote optimal health to adult clients, with assistance
1. Recognizes areas for teaching based upon the individual needs of the client, with assistance.
2. Plans and implements individualized client-teaching plans, with assistance.
Student Learning Outcome # 3 Psychosocial Integrity
A. Identify principles of therapeutic communication to provide care of adult clients
1. Demonstrates therapeutic communication techniques with client and support persons
2. Informs client of what interventions will be performed prior to performing them
3. Addresses client’s needs in timely manner
B. Demonstrate cultural awareness when providing care of an adult client
1. Adapts care in consideration of client’s values, customs, culture, or habits.
C. Implement caring behaviors that support mental, emotional, and social well-being of the adult client, with assistance.
1. Establishes a therapeutic relationship with each client
2. Interacts with clients in an atmosphere of respect and trust
Student Learning Outcome # 4 Physiological Integrity
A. Demonstrate nursing care based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology, and growth and development that recognizes the concept of critical thinking in maximizing physiological integrity.
1. Identifies growth and developmental stage of client and articulates impact on patient care
2. Appropriately identifies nursing care individualized to clients pathophysiology, with assistance
3. Accurately assesses and interprets temperature, pulse, respirations, blood pressure and pain level
4. Begins to implement individualized care based on client’s current status
5. Identifies nutritional considerations for specific clients
6. Begins to identify and promote normal fluid balance and recognizes gross deviations from normal
7. Consistently monitors and documents intake and output
8. Consistently assesses IV solution, rate, and site
9. Begins to use critical thinking to implement and evaluate client care
Student Learning Outcome #5 Professional Role of the Nurse
A. Establish effective working relationships with members of the health care team.

1. Maintains open line of communication with team leader and health care team members
2. Establishes effective working relationships with health care team members on the unit
3. Provides clear and accurate end of the shift report to RN, with assistance
B. Demonstrate accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse, with assistance.
1. Documents care given in an accurate and timely manner on appropriate health care facility forms.
2. Follows uniform guidelines
3. Notifies instructor when tardy or absent
C. Identify and develop a plan to meet one's own learning needs, with assistance.
1. Plans two activities that will facilitate meeting one's own learning needs

Evergreen Valley College
Clinical Performance Evaluation
Course: Fundamentals of Nursing

Student _____

Clinical Site _____

Instructor _____

Term _____

Definition of Terms:

1. Satisfactory – S

- a. The student will demonstrate consistent safe nursing care as described under each objective
- b. The student must meet the overall objectives
- c. All objectives must be satisfactory by the end of the course to in order to successfully complete the course

2. Unsatisfactory – U

- a. The student demonstrates a pattern of behavior, which is inconsistent with the descriptive behaviors of one or more objectives
- b. Continuous verbal and physical cues are needed
- c. A pattern of behavior is one, which reoccurs after counseling

3. Needs Improvement - NI

- a. The student has not consistently demonstrated their knowledge of skills in this area. (Will only be used for Midterm evaluation)

4. No opportunity-NO

- a. No opportunity for this skill to be observed during this evaluation period.

5. Safety

- a. **In a situation that endangers the safety of the client a period of remediation is not appropriate. The student's performance will be considered unsatisfactory, and the student will not be allowed to continue in the course. The decision will be reviewed by another faculty member and the dean of the nursing department.**
- b. **Students will not be allowed to continue if acts of gross negligence occur**

Student Learning Outcome # 1 Safe and Effective Care Environment	MT	MT	Final	Final
	Student	Instructor	Student	Instructor
A. Implement fundamental nursing care based on the nursing process to meet the needs of adult clients, with assistance				
1. Provides cares for one or two clients following the individualized plan of care				
2. Performs basic physical assessments of clients				
3. Reports and records significant findings, with assistance				
4. Follows 8 (eight) rights when administering medications				
a. Consistently uses two forms of identification				
b. States, classification, action, indications, usual dosage, routes, major side effects, and nursing implications				
5. Maintains safe environment for client and self				
6. Maintains "Standard Precautions"				
7. Maintains Medical Aseptic Technique (MAT), when indicated				
8. Maintains Surgical Aseptic Technique (SAT), when indicated				
B. Identify advocacy and delegation in achieving optimal client outcomes				
1. Advocates for the client, with assistance				
Comments:				

Student Learning Outcome # 2 Health Promotion and Maintenance	MT	MT	Final	Final
	Student	Instructor	Student	Instructor
A. Identify factors that promote or hinder access to health care for adult clients				
1. Identifies community agencies and activities that provide assistance in meeting the client's individual needs				
B. Identify teaching/ learning principles to promote optimal health to adult clients, with assistance				
1. Recognizes areas for teaching based upon the individual needs of the client, with assistance.				
2. Plans and implements individualized client-teaching plans, with assistance.				
Comments:				

Student Learning Outcome # 3 Psychosocial Integrity	MT	MT	Final	Final
	Student	Instructor	Student	Instructor
A. Identify principles of therapeutic communication to provide care of adult clients				
1. Demonstrates therapeutic communication techniques with clients and support persons				
2. Informs client of what interventions will be performed prior to performing them				
3. Addresses client's needs in timely manner				
B. Demonstrate cultural awareness when providing care of an adult client				
1. Adapts care in consideration of clients' values, customs, culture, or habits.				
C. Implement caring behaviors that support mental, emotional, and social well-being of the adult client, with assistance.				
1. Establishes a therapeutic relationship with each client				
2. Interacts with clients in an atmosphere of respect and trust				
Comments:				

Student Learning Outcome # 4 Physiological Integrity	MT	MT	Final	Final
	Student	Instructor	Student	Instructor
A. Demonstrate nursing care based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology, and growth and development that recognizes the concept of critical thinking in maximizing physiological integrity.				
1. Identifies growth and developmental stage of client and articulates impact on patient care				
2. Appropriately identifies nursing care individualized to clients pathophysiology, with assistance				
3. Accurately assesses and interprets temperature, pulse, respirations, blood pressure and pain level				
4. Begins to implement individualized care based on client's current status				
5. Identifies nutritional considerations for specific clients				
6. Begins to identify and promote normal fluid balance and recognizes gross deviations from normal				
7. Consistently monitors and documents intake and output				
8. Consistently assesses IV solution, rate, and site				
9. Begins to use critical thinking to implement and evaluate client care				
Comments:				

Student Outcome #5 Professional Role of the Nurse	MT	MT	Final	Final
	Student	Instructor	Student	Instructor
A. Establish effective working relationships with members of the health care team.				
1. Maintains open line of communication with team leader and health care team members				
2. Establishes effective working relationships with health care team members on the unit				
3. Provides clear and accurate end of the shift report to RN, with assistance				
B. Demonstrate accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse, with assistance.				
1. Recognize and modify one's own behavior when found to be detrimental to self and others				
2. Demonstrates acceptance of responsibility for one's own behavior				
3. Demonstrates honesty in all behavior				
4. Documents care given in an accurate and timely manner on appropriate health care facility forms				
5. Follows uniform guidelines				
6. Notifies instructor when tardy or absent				
C. Identify and develop a plan to meet one's own learning needs, with assistance.				
1. Plans two activities that will facilitate meeting one's own learning needs				
Comments:				

Mid Term Comments

Student comments:

Areas of strength:

Directions/ Focus for next clinical experience.

Instructor's comments: (Areas of strength, current performance, future focus)

Student /Date _____ Instructor / Date _____

End of semester comments:

Student comments:

Areas of strength:

Directions/ Focus for next clinical experience.

Instructor's comments: (Areas of strength, current performance, future focus)

Student /date _____ Instructor / Date_____

LAST NAME: _____ **FIRST NAME:** _____ **Student ID #** _____
PLEASE PRINT

PERMISSION FORMS

I GIVE PERMISSION TO THE NURSING DEPARTMENT AT EVERGREEN VALLEY COLLEGE TO GIVE MY NAME AND TELEPHONE NUMBER TO THE NURSING SERVICES OF THE HEALTH CARE FACILITY TO WHICH I AM ASSIGNED FOR LAB.

DATE

SIGNATURE

HOME PHONE #

WORK PHONE #

I GIVE PERMISSION TO THE NURSING DEPARTMENT AT EVERGREEN VALLEY COLLEGE TO FURNISH THE HEALTH CARE FACILITY TO WHICH I AM ASSIGNED A COPY OF MY HEALTH RECORDS.

DATE

SIGNATURE

I GIVE PERMISSION TO THE NURSING DEPARTMENT AT EVERGREEN VALLEY COLLEGE TO FURNISH RECOMMENDATIONS/EVALUATIONS TO EMPLOYMENT AGENCIES THAT I AUTHORIZE THROUGH A REQUEST.

DATE

SIGNATURE

PLTL Requirements/Contract

Welcome to the EVC nursing program. In addition to lecture and clinical students are expected to participate in PLTL (Peer Led Team Learning). A variety of learning strategies have been developed to assist you in understanding and applying the content from N001 (case studies, lab scenarios, and skills review). This document provides general guidelines to assist you in optimizing your PLTL experience.

Goals of Peer Lead Team Learning activities:

1. Help students deepen their understanding through carefully structured activities
2. Cooperative, active process of building and acquiring knowledge
3. Provide opportunities for students to utilize problem solving abilities and develop critical thinking

Requirements:

1. Attendance at PLTL is mandatory
 - If unable to attend must notify Dr. Garry Johnson and/or Karen Cheung, Poonam Khare in advance.
 - If unable to attend must also notify your assigned PLTL leader via phone or note
 - Tardy
 - Refers to students coming late and or leaving early – students must attend the entire session in order to receive full credit (0.5 points per session)
 - **The last PLTL session is mandatory**
2. Student must be prepared to participate (Worksheets will be handed out one week prior to the scheduled activity)
 - Students must be ready to answer the questions or participate in the scenario
 - Students must demonstrate their readiness – therefore questions must be answered or notes written on scenario - prior to the start of the session
3. Points (0.5 points per session) will be awarded only if the student has demonstrated active group participation, preparation, and has attended the full session.
 - Documentation of attendance: Students must sign role sheets on a weekly basis the electronic time keeper is to be used to keep track of N131 hours only and is not to be used for PLTL

I have read the above and understand the PLTL requirements for N001

Signature _____ Date: _____

(Sign and date this document and turn it into Garry Johnson and/ or Karen Cheung, Poonam Khare. Keep a copy for your own records.)

Evergreen Valley College
Nursing N001
Math Requirement/Contract

Safe administration of medication is a requirement in nursing. Accurate calculation of dosage and/or rate of administration are essential to client safety. Clinical objectives regarding the safe administration of medication cannot be met without successfully passing the math exam. The content for this math exam will cover material from the N001 Pharmacology text and the N001 math text.

(See lecture/skills assignments)

A math test must be successfully passed at 100% within the allocated time frame (one hour). All answers must be labeled correctly and rounded to the tenth (10th) if applicable at the end of the equation to receive credit.

With each attempt the math exam will be graded as follows:

- a. If the math exam is completed $\geq 90\%$ level of accuracy, the student has one opportunity to correct the missed problems to achieve 100%.
- b. If the math exam is completed at an 80-89% level of accuracy, the student has a) one opportunity to correct missed problems **and** b) must successfully pass a test of comparable problems equal to the number missed to achieve 100%. If the student then does not reach 100% at that time, the student must retake a complete math exam.
- c. If the math exam is completed $< 80\%$ level of accuracy, then the student must re-take a complete math exam to achieve 100%.

The student will be allowed a total of 3 attempts to pass the math exam. Calculators may be used. There are no partial right answers.

1. If student does not reach 100% on the first attempt, the student will contract with the Nursing Program Resource Center to remediate before taking the test at scheduled 2nd time.
2. If student does not reach 100% on the second attempt, the student must bring proof of remediation from the math lab or math tutor before the final scheduled attempt.
3. If student does not reach 100% on the 3rd and final attempt, the student will not pass the course and will receive a failing grade for N001.

Student will not be allowed to administer medication to clients in the hospital setting until the student has successfully passed the math exam. In order to receive a satisfactory completion of the math contract, the student must receive 100% accuracy on the math exam.

I have read the above and understand the math requirement for Evergreen Valley Nursing program.

Signature: _____ Date: _____

(Retain a copy of this math contract for your own records; turn in copy to your clinical instructor)

Evergreen Valley College Nursing Program

N001 Skills Lab

Requirements/Contract

The Evergreen Valley College Nursing Program courses have theoretical and clinical components. The skills lab provides students with the opportunity to practice clinical skills and receive instructor's critique prior to performing these procedures in the clinical setting.

The skill / procedure sequence list, required readings and media assignments are available in the student's lecture schedule on Course Learning Management System.

The Course "Skills Checklist" lists the individual skills. Upon the satisfactory demonstration of the procedure in the skills lab the instructor will sign the skills checklist column. Students may then perform the procedure in the clinical area with the supervision of the instructor.

Upon the **satisfactory** demonstration of the procedure in the clinical area the instructor will sign the appropriate column of the "Skills Checklist."

General Directions for Skills Lab

1. The student is responsible to prepare for all assignments prior to demonstrating the procedure in the Skills Lab.
2. Reading materials and media are available in the students required books, NPRC and the library.
3. All Skills Lab activities must be completed and signed off during skills lab before students are allowed to perform them in the clinical area.
 - A. The EVC faculty has identified critical skills (*) for each course of which the students must demonstrate proficiently, without notes or instructor's coaching in the skills lab in order to be signed off by the instructor.
4. Wear appropriate clothing for the skill being practiced.
5. Bring appropriate equipment for the skill being practiced.
6. Bring copy of the "Skills Checklist" to every skills lab and clinical experience.
7. Skills lab sessions are mandatory. Arrangement for makeup assignments must be made with skills lab instructor.
8. Students are expected to notify instructors of their absence before the scheduled start of the session. (Phone message or Email).
9. Additional practice time is available during open labs and by appointment with skills lab instructor.

I have read the above document and will comply with its stipulations.

Student Signature _____ Date _____

Student Acceptance of Course Responsibilities

Print Name _____

Date: _____ Time _____

Clinical Instructor _____

I have read, reviewed, and understood the contents, student learning outcomes, and requirements as stated in this syllabus; and I agree to abide by them.

I understand that I may not photocopy or print documents containing client chart information at any clinical site. Failure to adhere to this guideline may result in clinical failure and expulsion from the nursing program.

I understand that I can attend lecture if I fail clinical until I withdraw from the course. If I remain in the course after a clinical failure, I will receive an F in the course. I must withdraw from the course myself; faculty cannot withdraw for me.

Student Signature