Texas A&M University-Corpus Christi  
College of Nursing and Health Sciences  
NURS 3614: Fundamentals of Nursing Care - eLine  
Summer 2015

Faculty Information:

As posted in the Blackboard Learning Management System (LMS)  
College of Nursing and Health Sciences  
6300 Ocean Dr, Island Hall 342E, Unit 5805  
Corpus Christi, Texas 78412-5805

Additional study and skill practice resources:

Lab: Eloisa Beltran, RN, BSN: ST316 (Manager NLRC) (825-2353)  
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Other: Center for Academic Student Achievement (CASA)

Office Hours: posted to Blackboard and select faculty office doors. Student/faculty conferences may be made by appointment. Individual instructors will give their clinical group(s) specific contact information.

Credit Hours: 6 semester hours (equal to 3 hours of class and 9 hours of lab/clinical per week)  
Summer hours are compressed into 10 weeks.

Prerequisites: Pre-requisite: NURS 4322 Health Alterations; NURS 3342 Pharmacology Principles. Co-requisites: NURS 3435 Health Assessment and NURS 3318 Therapeutic Communication.

Course Description: This matrix course introduces classic nursing principles that underpin future clinical practice. Principles include such things as comfort measures, assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile technique, medication administration, intrusive therapies and use of the nursing process with particular emphasis on the intervention component. Concepts related to care giving are integrated throughout. The campus laboratory and clinical settings will afford practical experience in application of the principles and skills taught in the theory portion of this class. Students will be expected to demonstrate beginning competency in application of the nursing process.
Course Objectives: At the end of this course the student will be able to:

1. Apply the nursing process at a beginning level of skill to interpret and manage human responses of clients to their actual or potential health problems.
2. Apply principles from applied science and interpersonal processes, as formulated in the College of Nursing’s Conceptual Framework, to nurse-client interactions.
3. Assess cultural, spiritual, and bio-psychosocial factors when arriving at nursing diagnosis and relevant interventions for individual clients.
4. Utilize evidence-based information derived from course related research findings in the application of fundamental nursing care.
5. Demonstrate a beginning ability to involve the client in decisions regarding his/her health and healthcare using therapeutic communication and decision-making skills.
6. Demonstrate understanding of the theoretical principles and critical behaviors of fundamental nursing.
7. Use critical thinking skills as a framework for clinical decision-making.
8. Collaborate with the multidisciplinary health care team in order to reach positive client outcomes.
9. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.

Clinical Objectives: At the end of this course the student will be able to:

1. Demonstrate critical behaviors of fundamental nursing psychomotor skills in a safe manner.
2. Apply therapeutic communication skills in the clinical area.
3. Utilize organizational skills and time management concepts in setting priorities for clinical performance.
4. Demonstrate beginning critical thinking decision making skills based on standards of practice, theory, and research.
5. Apply theoretical content to the nursing care of the client in a clinical setting.
6. Implement plans that reflect an understanding of the legal and ethical responsibilities of the nurse.
7. Perform nursing interventions that reflect caring behaviors in response to physical, emotional, and cultural, and humanistic care needs.
8. Utilize the nursing process in the care of all clients.
9. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
10. Provide safe care with delivery of appropriate dependent, interdependent, and independent nursing interventions within the health team framework.
E-BBooks are available in Bundle packages for a 40% cost reduction; Bundled textbooks from the bookstore are 10% cheaper. Rent Potter & Perry textbook if your book order does not make it in by the first week/day of class. Look for Elsevier coupons for textbook purchases.

Required Textbooks and Resources:


Recommended Resources:


Course Outline: Fundamentals of Nursing Care eLine covers the nursing principles associated with the following topics:

1. The role of the nurse in health promotion, disease prevention, and illness.
2. Critical Thinking and the Nursing Process; Assessing; Diagnosing; Planning; Implementing and Evaluating; Documenting and Reporting; Legal Aspects of Nursing.
3. Environmental Components: Comfort measures, Hygiene, Activities of Daily Living, Positioning, Range of Motion, Transporting, Exercise and Ambulation, Skin Care, Rest and Sleep
5. Client Care Components: Asepsis; Safety; Pain Management; Hot and Cold Therapy; Medication administration; Skin Integrity and Wound Care; Diagnostic Testing.
6. Physiological Health: Elimination - Urinary and Fecal; Nutrition; Oxygenation; Fluid and Electrolyte and Acid-base balance; Circulation and Vital Signs.
7. Integral Aspects of Nursing: Caring, comforting, and communicating; Teaching; Delegating, Managing, and Leading.
Learning Experiences and Teaching Methods:

Course objectives may be met through individual study using suggested resources, active involvement in formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

- WebEx will be used for formal and informal exchange of ideas.
- Discussion assignments are provided to enhance student learning and engagement. Grading Rubrics for expectations are provided.
- Wikis are an online collaborative effort in the eLine learning environment. These assignments differ from Discussion Post assignments. Students should edit actual Wiki pages rather than leave comments on existing content. Comments written in the ‘comments’ section will not count as participation in the Wiki. You must actually edit the Wiki page itself to receive credit. The professor can see all contributions, deletions and page edits on the wiki. The student is encouraged to leave comments as a courtesy if information is deleted, but this will not be graded.
- HESI case studies are utilized to enhance student learning by applying content from the modules to an actual patient scenario. You should receive your access code and information during eLine orientation. Instructions for submission are included in the assignment details in the Learning Management System (LMS).

As eLine is an online learning environment students are expected to log-in to the LMS at least daily. While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text is for personal use only. No content may be shared or disseminated in anyway, including via Facebook, you tube, or other social media. Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations.

Skills Lab Experience: Students will utilize resources provided, independent reading, independent reviewing of selected skills and relevant literature to understand and practice nursing skills in the Nursing Learning Resource Center labs. Skills practice is expected as an independent activity in the eLine environment. **A skills check off will be scheduled prior to attending clinical.**

Students must adhere to the following for laboratory sessions in the Nursing Learning Resource Center:

1. Wear clean and tidy designated clinical uniforms
2. Wear nursing student name badge with picture identification
3. Nails should be short, natural, clean and well groomed, no colored polish
4. If the hair is shoulder length or longer, it must be pinned up or otherwise appropriately secured to the head. Hair must be away from the eyes to enhance proper vision. This will
prevent hair from interfering with direct client care or personal safety. Male students should be clean-shaven and/or beards neatly trimmed.

5. Student behaviors are expected to be professional in all learning environments which excludes any mannerism that draws attention away from the learning objectives.

6. Communicate respect to faculty members by using the title of Professor.

7. Utilize the designated lab practice time for individualized learning needs refraining from a monopoly of attention from the lab instructor.

Clinical Outline:

2. Skills related to: Comfort measures, Hygiene and Daily Living Activities - Transporting - Positioning - Range of Motion - Ambulation - Skin Care - Safety.
3. Administration of hot and cold therapy - Pain Control Measures.
4. Skills related to the preparation for diagnostic testing
5. Skill of performing various invasive therapies with faculty supervision.
6. Applications of principles related to: Nutrition - Oxygen therapy - Fluid, Electrolyte and Acid-base balance
7. Administration of medications in their various modes of delivery under faculty supervision.
8. Support of clients experiencing psychosocial variations.
9. Use of the Nursing Process in the learning laboratory and clinical facilities

Clinical Policy

Clinical practice is the application of the theoretical component into the practice area. Clinical practice is comprised of the hospital/community experiences and the learning lab. Clinical orientation is mandatory. eLine clinical placement is outlined in the eLine policies and procedures.

Students must adhere to the dress code of the agency/institution in which the clinical practice takes place. If a student is not properly attired, including the College of Nursing and Health Sciences ID badge and patch, the student will be dismissed from clinical for the day with NO credit for hours. Additionally, students are required to bring all equipment/materials needed to perform patient care and vital signs with them. Students are not allowed to leave the facility during the stated hours of clinical practice, nor be on the unit in student attire after clinical is over. Cell phones are allowed to be used when contacting your instructor during clinical hours.

For students to be able to attend clinical:

1. Skills must be demonstrated at a satisfactory level in the Nursing Learning Resource Center
2. All module assignments must have been completed
3. HESI comprehensive final exam has been graded
4. 90% competency must be earned on a dosage-calculation exam
5. CPR certification is for Health Care Providers and current
6. Immunization records must be completed per admission criteria
7. Required student information has been uploaded into MAGNUS now Certified Profile
8. All certifications and immunizations must remain current while taking clinical courses offered in the College of Nursing.
9. Online Hospital Orientation and all module tests must be complete
10. A recorded grade of SP must be earned in the didactic course

Students in a professional nursing program must function within the legal, moral, and ethical standards of the profession. These standards guide practice. The following is a guide for your clinical preparation and performance. It alerts you to the major areas for which you will be held accountable. Please see the clinical evaluation tool, located on the College of Nursing & Health Sciences website [http://conhs.tamu.edu/nursingstuhandbook/index.htm](http://conhs.tamu.edu/nursingstuhandbook/index.htm) under Nursing Undergraduate Curriculum for clinical objectives.

- The clinical portion of the course is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.
- Clinical attendance is mandatory. Loss of time in the clinical setting for whatever reason could place a student in jeopardy of not meeting the course objectives. If an absence from the clinical site is absolutely necessary, the student must notify his/her instructor and clinical preceptor of the anticipated absence and schedule a makeup. A “No Call No Show” is defined as failure to notify the clinical instructor prior to an absence. This behavior will result in a clinical failure for that day due to unprofessional behavior. If you are sent home for any reason, it is counted as an absence.
- There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
  - Absences, Tardiness, Illness
  - Violation of dress code
  - Incomplete health immunization records
  - Expired CPR certification
  - Failure to turn in written assignments on time
  - Incomplete hospital orientation via Blackboard
  - Lack of preparation
- Accumulation of three (3) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.
- Other offenses, which depending on severity, may lead to immediate failure of the course, including but are not limited to:
  - A PATTERN OF the lack of accountability for class, clinical and lab skills preparation
  - Unsafe or unprofessional practices or behaviors
  - HIPPA violations
  - Inability to pass required clinical assignments
  - Falsification of records
  - Inability to achieve 90% on one of the four math exams provided
- Based on student learning needs, pattern of unprofessional behavior, and nature of precipitating event(s), the faculty will determine the appropriate amount of time and
Clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.

- Students are required to achieve a minimum score of 75 on the final care plan, which includes the nursing database, laboratory values worksheet, medications, data clustering and diagnoses formation, concept map, and evaluation. Additional care plans/concept maps and other assignments may be assigned at the discretion of the clinical instructor and must also be completed.

- Students are expected to demonstrate growth in clinical practice through application of knowledge and skills from previous and concurrent courses.

- Students are expected to demonstrate growth in clinical practice as they progress through the courses and to meet clinical expectations outlined in the clinical evaluation tool.

- Students are expected to prepare for clinical practice in order to provide safe, competent care.

- Students are not allowed in clinical agencies during non-clinical hours when the preceptor is not present.

- Clinical assignments must be handed in on time to the clinical instructor. Assignments submitted late without prior arrangement with the clinical instructor will receive a ten-point deduction. If the assignment is not submitted within one week of the due date it will not be graded and a zero will be earned for that assignment.

- The use of a mobile device in the clinical setting is ONLY allowed under the directions of the respective clinical faculty. Personal use is not allowed during clinical learning time. Inappropriate use may result in a clinical concern/warning, per discretion of the clinical faculty.

### Clinical Evaluation

Evaluation is an ongoing process that provides students with information about their progress in meeting course objectives. Conferences with faculty/preceptor allow opportunities to discuss progress. A final clinical performance evaluation will be provided for each student by his/her clinical instructor/preceptor. Students with unsatisfactory performance at mid-term or during any time of clinical performance will be notified in writing to schedule a conference with their clinical instructor and/or the course coordinator. Students will participate in performance evaluation during mid-term evaluation and final evaluation, and the evaluation will become part of the student record. Students will provide weekly journals with self-evaluations to assist clinical faculty in identifying areas of need or strengths. Students may make appointments with faculty to discuss their progress at any time during the semester. Care plans will be returned with written feedback.

### Grading Policy

Grading is a process of comparing a student's performance (the outcome of learning) against a designated standard, or set of criteria, and assigning a symbol to the level of performance achieved.

Current College of Nursing and Health Sciences policy stipulates the following grading scale:
A: 90-100  
B: 83-89  
C: 75-82  
D: 67-74  
F: below 67

The Course grade will be earned as follows:
Average of all Module Assignments .......................... 30%
Average of all Module Quizzes .......................... 35%
HESI Comprehensive Exam .......................... 20%
Lab Skills ........................................ Pass/Fail
Care Plan #1 ........................................ 5%
Care Plan #2 (Grade must be 75 or better to pass clinical)…… 10%
Total .................. 100%

Criteria will be based on outcome objectives noted in the Evaluation Tool; daily performance; demonstration of skill achievement during clinical and laboratory sessions; safe and ethical behavior; and, written care plans. Requirements for care plans are posted in the clinical module in Blackboard.

Students must receive a satisfactory grade in the clinical portion of NURS 3614 in order to progress in the College of Nursing and Health Sciences. Satisfactory behavior is based on the demonstration of critical thinking and safe practice during all clinical and lab sessions and reflected in the outcome behaviors designated in the total evaluation tool (this tool is presented in the Student Handbook). It is the student’s responsibility to review these criteria prior to the lab clinical rotation to assure understanding of these requirements. An unsatisfactory grade in clinical performance will override any numerical grade earned in the theory (didactic) component of the course and will result in a failure for the course.

In order to pass the course the student must achieve an average of 75 or greater, have a 75 or greater average on the 9 module quizzes and the HESI exam (each weighing 10%), have a 75 or better on the second care plan and have satisfactory clinical performance. If any one of these components is not attained the student will not receive a passing grade for the course. WISE program participants are required to complete the program before the end of the semester as a condition for passing this class.

Policies addressing the late submission of assignments/quizzes are at the discretion of the faculty and are posted in Black Board.

ACADEMIC HONESTY

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

Ethical Behavior, including honesty and confidentiality, is an expected professional behavior in the classroom or clinical setting. Refer to the College of Nursing policy for definitions of these expected behaviors (see the College of Nursing Student Handbook, Policies and Regulations, Academic Honesty and Professional Integrity Policy).
At the university level of the student’s education, honesty and integrity are expected in all approaches to learning. In order to maintain academic honesty and integrity two primary areas must be addressed.

Plagiarism (exemplified by but not restricted to):

- The offering of any work done by another as your own work.
- Using quotations or the paraphrase of a quote within your work without citing the source.
- Using a paper for one course that was prepared for another course without both instructors’ knowledge and permission.
- Collaborating with others on an assignment without the instructor’s permission.

Academic Honesty (exemplified by but not restricted to):

- Reading of assignments and participation as required.
- Preparing the answers for take home exams using the appropriate materials but without the assistance of any other person or persons.
- Refraining from giving, receiving, or downloading exam information unless authorized by the instructor.
- Refraining from using any materials during exams that have not been approved by the instructor.
- Refraining from consulting with others (including IM: instant messages) during exams or classroom discussions unless explicitly authorized to do so by the instructor.

All acts of Plagiarism or violations of Academic Honesty are considered serious offences and may result in failure of the assignment and/or the course.

**ACADEMIC DECORUM**

The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. A certain level of decorum facilitates this process for learners and teachers. Behaviors can also disrupt it. Use the following examples as guides to behaviors that support learning. Avoid those which disrupt the learning process.

Supportive actions include:

- Reading assignments and viewing DVD assignments.
- Being attentive and responsive.
- Respecting fellow student’s opinions and ideas.
- Contributing to the class by making topic specific comments.

Examples of disruptive behaviors to avoid include:

- Consistently coming turning in assignments late.
- Answering e-mail and text messaging during lab or clinical.
EVALUATION INPUT FROM STUDENTS

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are on line. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the specific tracks within the Undergraduate Program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

ELECTRONIC COMMUNICATION

The University and the College of Nursing and Health Sciences rely on electronic communication as the major avenue to distribute and receive information needed for academic work and life on campus. The Blackboard learning management system also includes in house email. Your instructor will notify you of preferred contact method. However, it is each individual student’s responsibility to activate his/her university e-mail account. Students are also expected to request a Novell account through the University to be able to access Blackboard via the TAMUCC campus computers. This MUST be done prior to the first class day.

SUPPORT SERVICES

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

ACADEMIC ADVISING

The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Island Hall rooms 318, 319, 321, & 322.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that
provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in 116 Corpus Christi Hall.

MILITARY STUDENTS

Active duty military personnel, military spouses, and veterans with special circumstances (eg. : deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

PREGNANCY

If you are pregnant or become pregnant during the semester, please notify the instructor for possible necessary accommodations.

GRADE APPEAL PROCESS

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.