## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 135</td>
<td>Concepts of Nursing II</td>
<td>7</td>
</tr>
</tbody>
</table>

### Hours:
- **Lecture:** 60
- **Clinical:** 180

### Pre-requisites:
- NSG 131, NSG 134, PSY 101

### Co-requisites:
- BIO 104, PSY 207

### Implementation:
- Spring 2015

### Catalog description (2006-2009 Catalog):

[Note: All revisions to the course description in the catalog require the submission of a memo to the Curriculum Committee.]

This course prepares students to use the nursing process in caring for clients experiencing common physiological alterations. This course builds on previous learning and assists the student to develop additional nursing skills. It provides clinical experiences in a variety of settings.

### Is course New, Revised, or Modified?

[Modified courses are those which have a new prefix or course number]

*Revised*

### Required texts/other materials:


MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
LWW, (2011) MediQuick Drug Cards (18th edition) Lippincott
ATI. Learning Strategies: Your Guide to Test Taking & Classroom Success
Evolve: Evolve Apply: Complete RN Online Case Studies (2yr subscription)

Revision date: April 2013
Course coordinator: Carol Hernandez, RN, MSN, CNE 609-599-6352 chernandez@stfrancismedical.org

Information resources: Textbooks, Library resources, Angel Learning Online Resources

Other learning resources: ATI Learning Systems software
Evolve HESI Systems software
Course Competencies/Goals: [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

The student will be able to:

1. Apply concepts from the sciences and evidence-based nursing practice in the care of patients with well defined health problems.
2. Use communication strategies to provide safe patient-centered care in routine situations.
3. Apply legal and ethical principles when providing patient-centered care in routine situations.
4. Use the nursing process and professional standards in the delivery of safe, patient-centered care in simple routine situations.
5. Identify concepts of management used in strategies to address overall patient needs.
6. Demonstrate accountable and responsible behavior as a care provider while portraying a professional image.

Course-specific General Education Knowledge Goals and Core Skills. [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the “Gen Ed Attachment”) should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit I
Course Objectives: 2, 5, 6
Lesson Objectives:
1. Distinguish leadership, followership and management. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, F)
2. Compare and contrast authoritarian, democratic and laissez-faire leadership styles. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, F)
3. Discuss the qualities and activities that contribute to effective management. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, F)
4. Explain how a SWOT analysis or a SOAR analysis can help you prepare to become a leader and manager. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, F)
5. Describe the major concepts of conflict, conflict resolution and informal negotiation. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, F)
6. Examine nursing roles in assuring coordination, integration, and continuity of care. Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, F)

Unit II
Course Objectives: 1 - 6
Lesson Objectives:
1. Describe the preparation, teaching and follow-up care for clients having diagnostic testing of the GI tract. (Gen Ed Goals 1, 3, 4; MCCC Core skills A, B, D)
2. Apply the nursing process to the care of clients with gastrointestinal disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
3. Discuss methods used to meet nutritional needs of clients with GI disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Discuss pharmacologic agents used to treat GI disorders. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
5. Describe nursing considerations for the client undergoing surgical treatment for GI disorders. (Gen Ed Goals 1, 3, 4; MCCC Core skills A, B, D)
6. Identify age-related changes of the GI tract. (Gen Ed Goals 3, 4; MCCC Core Skills D)

Course Objectives: 1 - 6
Lesson Objectives:
1. Discuss physiologic changes that occur with hepatic dysfunction. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Apply the nursing process to clients with hepatic disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
3. Discuss nutritional concerns for clients with hepatic disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Describe nursing considerations for the client undergoing a liver transplant. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
5. Discuss pharmacologic interventions for clients with hepatic disorders. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
6. Identify age-related changes in hepatic function. (Gen Ed Goals 3, 4; MCCC Core Skills D)
Course Objectives: 1 - 6
Lesson Objectives:
1. Discuss physiologic changes that occur with biliary dysfunction. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Apply the nursing process to clients with biliary disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
3. Discuss nutritional concerns for clients with biliary disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Describe nursing considerations for the client undergoing a cholecystectomy. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
5. Discuss pharmacologic interventions for clients with biliary disorders. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
6. Identify age-related changes in biliary function. (Gen Ed Goals 3, 4; MCCC Core Skills D)

Lesson Objectives:
1. Discuss physiologic changes that occur with pancreatic exocrine dysfunction. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Apply the nursing process to clients with pancreatic exocrine disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
3. Discuss nutritional concerns for clients with pancreatic exocrine disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Describe nursing considerations for the client undergoing pancreatic surgery. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
5. Discuss pharmacologic interventions for clients with pancreatic exocrine disorders. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
6. Identify age-related changes in pancreatic exocrine function. (Gen Ed Goals 3, 4; MCCC Core Skills D)

Unit III
Course Objectives: 1 - 6
Lesson Objectives:
1. Identify assessment criteria and management of diabetes mellitus. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Describe etiologic factors associated with diabetes mellitus. (Gen Ed Goals 3, 4; MCCC Core Skills D)
3. Relate the clinical manifestations of diabetes to the associated pathophysiologic alterations. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Differentiate between Type 1 and Type 2 diabetes. (Gen Ed Goals 3, 4; MCCC Core Skills D)
5. Describe dietary recommendations and systems for learning dietary requirements. (Gen Ed Goals 3, 4; MCCC Core Skills D)
6. Explain the role of exercise in DM. (Gen Ed Goals 3, 4; MCCC Core Skills D)
7. Describe medication regimens for DM. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
8. Describe prevention and health education for DM. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
9. Explain the effect of surgery on the person with DM. (Gen Ed Goals 3, 4; MCCC Core Skills D)
10. Describe pathophysiology of hypoglycemia, diabetic ketoacidosis, and HHNS. (Gen Ed Goals 3, 4; MCCC Core Skills D)
11. Differentiate between DKA and HHNS. (Gen Ed Goals 3, 4; MCCC Core Skills D)
12. Utilize the nursing process as a framework for care of a client experiencing acute complications of diabetes. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)

Unit IV
Course Objectives: 1 - 6
Lesson Objectives:
1. Discuss the impact of demographic changes on the aged client as they pertain to health care. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Identify legal and ethical considerations specific to elderly clients. (Gen Ed Goals 3, 4; MCCC Core Skills C, D)
3. Discuss health promotion as it pertains to the elderly. (Gen Ed Goals 3, 4; MCCC Core Skills A, D)
4. Specify nursing implications related to medication therapy in the elderly. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
5. Discuss economic issues which impact the aged client. (Gen Ed Goals 4; MCCC Core Skills D)
6. List governmental and community resources available to the elderly. (Gen Ed Goals 4; MCCC Core Skills D)
Unit V

Course Objectives: 1 - 6

Lesson Objectives:
1. Discuss the pathophysiology in selected red blood cell disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Identify clinical manifestations of RBC disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D)
3. Apply the nursing process to the client with a disorder of RBC. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
4. Discuss the role of diet in disorders of RBC. (Gen Ed Goals 3, 4; MCCC Core Skills D)
5. Discuss the pharmacologic agents used in the treatment of RBC disorders. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
6. Discuss the pathophysiology in selected coagulation disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D)
7. Identify the clinical manifestations of coagulation disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D)
8. Apply the nursing process to the client with DIC. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
9. Discuss the pharmacologic agents used in the treatment of DIC. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
10. Apply the nursing process to the client receiving a blood transfusion. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)

Unit VI

Course Objectives: 1 - 6

Lesson Objectives:
1. Compare the pathophysiology, manifestations, and treatments of common menstrual cycle disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Discuss common assessment findings associated with menopause. (Gen Ed Goals 3, 4; MCCC Core Skills D)
3. Apply the nursing process to the care of the female with gynecologic problems. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
4. Describe the mechanisms of action, side effects, and nursing implications for hormone replacement therapy. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
5. Formulate a plan of care for a client undergoing a hysterectomy. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)

Course Objectives: 1 – 6

Lesson Objectives:
1. Describe common physical assessment findings for the client with benign prostatic hyperplasia (BPH). (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Describe the mechanics of action, side effects and Nursing implications for pharmacologic management of benign prostatic hyperplasia. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
3. Develop a postoperative plan of care for a client under-going a transureteral resection of the prostate (TURP). (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
4. Describe the options for treating erectile dysfunction. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
5. Discuss cultural considerations related to male reproductive problems. (Gen Ed Goals 3, 4, 8; MCCC Core Skills B, D)
6. Discuss issues related to sexuality and body image for a man experiencing male reproductive health problems. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)

Unit VII

Course Objectives: 1, 4, 5

Lesson Objectives:
1. Describe the scope of maternity nursing. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Discuss issues and trends affecting the care of women and infants. (Gen Ed Goals 3, 4; MCCC Core Skills D)
3. Differentiate between various family structures. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Discuss family functions. (Gen Ed Goals 3, 4; MCCC Core Skills D)
5. Discuss family developmental theory. (Gen Ed Goals 3, 4; MCCC Core Skills D)
6. Discuss cultural factors related to family health. (Gen Ed Goals 3, 4, 8; MCCC Core Skills D)
7. Discuss the role of the nurse in perinatal home care. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
Unit VIII
Course Objectives:
Lesson Objectives:
1. Discuss basic principles of genetics. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Describe the process of fertilization. (Gen Ed Goals 3, 4; MCCC Core Skills D)
3. Discuss the growth and development of the embryo and fetus. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Discuss the maternal physiologic adaptation to pregnancy. (Gen Ed Goals 3, 4; MCCC Core Skills D)
5. Differentiate among presumptive, probable and positive signs of pregnancy. (Gen Ed Goals 3, 4; MCCC Core Skills D)
6. Discuss psychosocial and behavioral changes that occur with adaptation of mother and family to pregnancy.
7. Discuss the benefits of prenatal care. (Gen Ed Goals 3, 4; MCCC Core Skills D)
8. Describe the assessment of maternal and fetal health status. (Gen Ed Goals 3, 4; MCCC Core Skills D)
9. Discuss the education needed by pregnant women to meet self care needs. (Gen Ed Goals 3, 4; MCCC Core Skills D)
10. Describe the education needed by pregnant women to identify potential complications. (Gen Ed Goals 3, 4; MCCC Core Skills D)
11. Explain the impact of culture on the response of the family to pregnancy. (Gen Ed Goals 3, 4, 8; MCCC Core Skills D)
12. Identify the purposes of childbirth education classes. (Gen Ed Goals 3, 4; MCCC Core Skills D)
13. Discuss the recommended weight gain during pregnancy. (Gen Ed Goals 3, 4; MCCC Core Skills D)
14. Identify food sources that provide the nutrients required for maternal nutrition during pregnancy and lactation. (Gen Ed Goals 3, 4; MCCC Core Skills D)
15. Identify indicators of nutritional risk during pregnancy. (Gen Ed Goals 3, 4; MCCC Core Skills D)

Unit IX
Course Objectives: 1, 2, 4, 6
Lesson Objectives:
1. Discuss the care management for the pregnant woman with gestational diabetes. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Describe the pathophysiology of preeclampsia and eclampsia. (Gen Ed Goals 3, 4; MCCC Core Skills D)
3. Discuss the management of eclampsia. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Describe HELLP syndrome and the appropriate nursing actions. (Gen Ed Goals 3, 4; MCCC Core Skills D)
5. Explain the effects of hyperemesis gravidarum on maternal and fetal well being. (Gen Ed Goals 3, 4; MCCC Core Skills D)
6. Compare and contrast placenta previa and abrupto placenta signs and symptoms and management. (Gen Ed Goals 3, 4; MCCC Core Skills D)
7. Differentiate signs and symptoms of common STD’s. (Gen Ed Goals 3, 4; MCCC Core Skills D)
8. Describe signs and symptoms and management of pregnant women with TORCH infections. (Gen Ed Goals 3, 4; MCCC Core Skills D)
9. Discuss the care of the client receiving magnesium sulfate. (Gen Ed Goals 3, 4; MCCC Core Skills D)

Unit X
Course Objectives: 1, 2, 4, 6
Lesson Objectives:
1. Explain the five factors that affect the labor process. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Discuss the signs preceding labor. (Gen Ed Goals 3, 4; MCCC Core Skills D)
3. Describe the four stages of labor. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Describe the cardinal movements of the mechanism of labor. (Gen Ed Goals 3, 4; MCCC Core Skills D)
5. Describe breathing and relaxation techniques used for each stage of labor. (Gen Ed Goals 3, 4; MCCC Core Skills D)
6. Identify non-pharmacologic strategies to enhance relaxation and increase comfort. (Gen Ed Goals 1, 3, 4; MCCC Core Skills D)
7. Discuss the types of analgesia and anesthesia used during labor. (Gen Ed Goals 3, 4; MCCC Core Skills D)
8. Apply nursing process to the care of the client during labor and delivery. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
9. Identify signs of developing complications during labor. (Gen Ed Goals 3, 4; MCCC Core Skills D)
10. Explain the baseline fetal heart rate (FHR). (Gen Ed Goals 3, 4; MCCC Core Skills D)
11. Discuss changes in FHR. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
12. Identify signs of non-reassuring FHR patterns. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
13. Compare and contrast FHR monitoring methods. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
14. Identify risk factors for preterm birth. (Gen Ed Goals 3, 4; MCCC Core Skills D)
15. Discuss interventions to prevent preterm birth. (Gen Ed Goals 3, 4; MCCC Core Skills D)
16. Discuss the use of tocolytics in preterm birth. (Gen Ed Goals 3, 4; MCCC Core Skills D)
17. Describe the nursing care of clients with induction and augmentation of labor. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
18. Describe the nursing care of clients with cesarean birth. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
19. Discuss the care of the client with post date labor. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
20. Discuss obstetric emergencies and their management. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
21. Explain the action of selected medications. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
22. Describe the symptoms of acute opioid toxicity. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
23. Compare the action and uses of the oxytocic drugs. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)
24. Explain how ritodrine may control premature labor. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)

Unit XI
Course Objectives: 1, 2, 4, 6
Lesson Objectives:
1. Describe the physiologic changes that occur during the postpartum period. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Identify characteristics of uterine involution and lochial flow. (Gen Ed Goals 3, 4; MCCC Core Skills D)
3. Describe the psychosocial changes expected during the postpartum period. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Apply nursing process to the care of the postpartum client. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
5. Describe selected complications associated with the postpartum client. (Gen Ed Goals 3, 4; MCCC Core Skills D)
6. Describe the medical and nursing management of selected postpartum complications. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)

Unit XII
Course Objectives: 1, 2, 4, 6
Lesson Objectives:
1. Describe the biologic changes in the neonate during transition to extrauterine life. (Gen Ed Goals 3, 4; MCCC Core Skills D)
2. Describe the sequence to follow in assessment of the newborn. (Gen Ed Goals 3, 4; MCCC Core Skills D)
3. Identify deviations from normal physiologic findings. (Gen Ed Goals 3, 4; MCCC Core Skills D)
4. Describe the behavioral adaptations of the newborn. (Gen Ed Goals 3, 4; MCCC Core Skills D)
5. Utilize the nursing process to formulate a plan of care for the normal neonate. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
6. Describe the nutritional needs of infants. (Gen Ed Goals 3, 4; MCCC Core Skills D)
7. Identify nursing interventions to facilitate successful breastfeeding. (Gen Ed Goals 3, 4; MCCC Core Skills D)
8. Identify common problems associated with breast feeding and nursing interventions to help resolve them. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D)
9. Discuss patient teaching for the family using formula feeding. (Gen Ed Goals 3, 4; MCCC Core Skills D)
10. Describe the assessment of the newborn for selected problems. (Gen Ed Goals 3, 4; MCCC Core Skills B, D)

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Evaluation Methods: Theory: 4 Unit Examinations (60%)
1 Final Examination (25%)
Quizzes (10%)
1 Culture and the Family Presentation – Maternity (2%)
1 Teaching Project – Maternity – Blessed Margaret (3%)

Clinical: S/U Cumulative Clinical Evaluation
- S/U Leadership Experience
- S/U Team Leader Experience
- S/U Medication Nurse
- S/U Safety Peer Review
- S/U M-S Simulation Experience
- S/U ATI Real Life Case Study
- S/U Nursing Care Plans (2)
- S/U Communication Process Papers (2)
- S/U CAI Projects (80% = S)
- S/U Case Studies (80% = S)

The following grading system is the method of evaluation recognized by the St. Francis Medical Center School of Nursing:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(93-100)</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>(90-92)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89)</td>
<td>3.4</td>
</tr>
<tr>
<td>B</td>
<td>(83-86)</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82)</td>
<td>2.7</td>
</tr>
<tr>
<td>F</td>
<td>(Below 80)</td>
<td>0</td>
</tr>
</tbody>
</table>

In order to pass the course an 80% based on exams alone must be achieved. The 80% will be calculated prior to other supplement graded assignments.

**Academic Integrity Statement:** [Include a statement affirming the college's Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]

We affirm the college’s Academic Integrity Policy as indicated below:

MCCC OMB 210

**ACADEMIC INTEGRITY POLICY**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

**A. Uses or obtains unauthorized assistance in any academic work.**
- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
• stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.
• completing a graded academic activity or taking an exam for someone else.
• giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
• sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
• submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
• using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
• presenting another individual's work as one's own.
• submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Inappropriately or unethically uses technological means to gain academic advantage.
• inappropriately or unethically acquiring material via the Internet or by any other means.
• using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

APPEALS

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees
May 19, 1983

Revised: May 18, 2000
March 18, 2004