Associate Degree in Nursing Curriculum

Prepared By: BTC Nursing Faculty

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Table of Contents

Learning Outcome Leveling Horizontal Grid Final W2016

Course	NURS 110/115	NURS 120/125	NURS 130/135	NURS 210/215	NURS 220/225	NURS 230/235
Course Outcome	Upon completion, the student will be able to incorporate the course concepts to provide safe nursing care.	Upon completion, the student will be able to incorporate the course concepts to provide safe nursing care.	Upon completion, the student will be able to incorporate the course concepts to provide safe nursing care.	Upon completion, the student will be able to incorporate the course concepts to provide safe nursing care.	Upon completion, the student will be able to incorporate the course concepts to provide safe nursing care.	Upon completion of this course, the student will demonstrate the knowledge, skills and attitudes necessary to provide quality, individualized, collaborative, entry-level nursing care.
Outcome Assessment	Course outcomes will be achieved by successful mastery of all objectives listed below. Mastery of clinical skills and the application of critical thinking will be demonstrated in simulation and actual patient care environments. Mastery of theoretical concepts will be demonstrated through module exams, dosage calculation exams, evidence based practice projects, nationally-normed standardized assessments and remediation.	Course outcomes will be achieved by successful mastery of all objectives listed below. Mastery of clinical skills and the application of critical thinking will be demonstrated in simulation and actual patient care environments. Mastery of theoretical concepts will be demonstrated through module exams, dosage calculation exams, evidence based practice projects, nationally-normed standardized assessments and remediation.	Course outcomes will be achieved by successful mastery of all objectives listed below. Mastery of clinical skills and the application of critical thinking will be demonstrated in simulation and actual patient care environments. Mastery of theoretical concepts will be demonstrated through module exams, dosage calculation exams, evidence based practice projects, nationally-normed standardized assessments and remediation.	Course outcomes will be achieved by successful mastery of all objectives listed below. Mastery of clinical skills and the application of critical thinking will be demonstrated in simulation and actual patient care environments. Mastery of theoretical concepts will be demonstrated through module exams, dosage calculation exams, evidence based practice projects, nationally-normed standardized assessments and remediation.	Course outcomes will be achieved by successful mastery of all objectives listed below. Mastery of clinical skills and the application of critical thinking will be demonstrated in simulation and actual patient care environments. Mastery of theoretical concepts will be demonstrated through module exams, dosage calculation exams, evidence based practice projects, nationally-normed standardized assessments and remediation.	Course outcomes will be achieved by successful mastery of all objectives listed below. Mastery of clinical skills and the application of critical thinking will be demonstrated in simulation and actual patient care environments. Mastery of theoretical concepts will be demonstrated through module exams, dosage calculation exams, evidence based practice projects, nationally-normed standardized assessments and remediation.

Number of Objectives with each level of Bloom's Taxonomy (2001)	5 Remember/ Level 1 5 Understand/ Level 2 2 Apply/ Level 3 1 Analyze/ Level 4	1 Remember/ Level 1 9 Understand/ Level 2 2 Apply/ Level 3 1 Analyze/ Level 4 1 Evaluate/ Level 5	13 Apply/ Level 3 1 Analyze/ Level 4	13 Analyze/ Level 4 1 Evaluate/ Level 5	1 Apply/ Level 3 1 Analyze/ Level 4 9 Evaluate/ Level 5 3 Create/ Level 6	6 Create/ Level 6
Student Performance Objectives (Course Competencies)	**Upon completion of the course, the learner will be able to relate to the individual as a holistic, complex, multidimensional, unique, and significant being.** Summarize concepts within the domain of the healthy individual. Level 2 Differentiate between a healthy individual and an individual with simple alterations in health. Level 4 **Upon completion of the course, the learner will be able to internalize foundational principles of professional nursing practice to provide safe, culturally competent, therapeutic nursing care.** Describe the attitudes, skills and knowledge important to professional nursing. Level 1 Recall concepts needed	**Upon completion of this course, the learner will further develop knowledge of concepts within the domain of the individual.** Explain the pathophysiology, prevalence and clinical course of individuals with specific alterations in health. Level 3 Differentiate between the healthy individual and those individuals experiencing alterations in health. Level 4 Measure changes within the internal and external environment of the individual with these alterations. Level 5 Associate diagnostic tests with alterations in health. Level 2 **Upon completion of this course, the learner will provide safe, culturally competent, therapeutic nursing care.**	**Upon completion of this course, the learner will advance knowledge of concepts within the domain of the individual.** Explore the pathophysiology, prevalence and clinical course of individuals with specific alterations in health. Level 3 Examine the difference between the healthy individual and those individuals experiencing alterations in health. Level 3 Explore changes within the internal and external environment of the individual with these alterations. Level 3 Relate diagnostic tests with alterations in health. Level 3 **Upon completion of this course, the**	**Upon completion of this course, the learner will extend knowledge of concepts within the domain of the individual.** Compare the pathophysiology, prevalence and clinical course of individuals with specific alterations in health. Level 4 Differentiate between the healthy individual and those individuals experiencing complex alterations in health. Level 4 Analyze changes within the internal and external environment of the individual with these alterations. Level 4 Correlate diagnostic tests with the identified alterations. Level 4 **Upon completion of this course, the learner will provide safe, culturally competent, therapeutic nursing care.** Illustrate the values, attitudes, behaviors and beliefs important to professional nursing. Level 4	**Upon completion of this course, the learner will expand knowledge of concepts within the domain of the individual.** Evaluate the pathophysiology, prevalence and clinical course of individuals with specific alterations in health. Level 5 Evaluate the difference between the healthy individual and those individuals experiencing simple or complex alterations in health. Level 5 Assess changes within the internal and external environment of the individual with these alterations. Level 5 Monitor alterations in health utilizing appropriate diagnostic tests. Level 5 **Upon completion of this course, the learner will provide safe, culturally competent, therapeutic nursing care.** Reflect on situations with an awareness of the values, attitudes, behaviors and beliefs important to professional nursing Level 5 Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with	**Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals with complex alterations in health.** Coordinate holistic, safe and ethical nursing care according to the nursing practice act, healthcare policy, and National Patient Safety Goals. Level 6 Combine principles of emergency preparedness to safely guide the care of individuals in the healthcare system. Level 6 Formulate evidence-based clinical judgments and management decisions incorporating informatics. Level 6 Design healthcare by employing mechanisms of quality improvement, appropriate allocation of resources, and current technologies within the healthcare system. Level 6 Produce collaborative care through professional communication with the interdisciplinary healthcare team, to advocate for positive individual and organizational outcomes. Level 6 Integrate self-care by extending the notion of caring to interactions with self, peers and co-workers. Level 6

	to safely provide therapeutic nursing care. Level 1 Demonstrate holistic assessments, caring nursing interventions, and clinical decision making. Level 2 Discuss care with members of inter-professional health care team using professional communication. Level 2 Provide information and knowledge that promotes self-care. Level 3 Organize care using the nursing process. Level 3 **Upon completion of the course, the learner will be able to transfer knowledge of the concepts within the domain of the healthcare system to safely and ethically administer care to the individual.** Demonstrate safe ethical care according to the nursing practice act, healthcare policy, and National Patient Safety Goals. Level 2 Search information technology to support clinical decision making. Level 1 Recall evidence-based	Display the knowledge, attitudes and skills important to professional nursing. Level 2 Demonstrate application of nursing concepts to safely provide therapeutic care. Level 2 Exhibit professional communication while safely providing therapeutic care. Level 2 Discuss care with the individual/individuals and members of the interdisciplinary team. Level 2 Outline collaborative care plan. Level 1 **Upon completion of this course, the learner will safely and ethically execute the management of therapeutic nursing care within the healthcare system.** Organize safe and ethical care according to the nursing practice act, healthcare policy and National Patient Safety Goals. Level 3 Review information technology to support clinical decision making. Level 2	**learner will provide safe, culturally competent, therapeutic nursing care.** Express the values, attitudes, behaviors and beliefs important to professional nursing. Level 3 Apply all concepts within the domain of nursing to safely provide therapeutic care to multiple individuals with alterations in health. Level 3 Use professional communication while safely providing therapeutic care to individuals with alterations in health. Level 3 Organize therapeutic care with individual/individuals and members of the interdisciplinary team. Level 3 Organize collaborative care of the individual with alterations in health. Level 3 **Upon completion of this course, the**	Identify all concepts within the domain of nursing to safely provide therapeutic care to multiple individuals with alterations in health. Level 4 Optimize professional communication while safely providing therapeutic care to individuals with alterations. Level 4 Manage therapeutic care with the individual and members of the interdisciplinary team. Level 4 Collaborate to provide nursing care of the individual with alterations in health. Level 4 **Upon completion of this course, the learner will safely and ethically execute the management of therapeutic nursing care within the healthcare system.** Defend safe ethical care the health care system according to the nursing practice act, healthcare policy and National Patient Safety Goals. Level 5 Analyze information technology to support clinical decision making. Level 4	alterations in health. Level 4. Utilize professional communication to provide safe therapeutic care to individuals with alterations in health. Level 3Evaluate therapeutic care with individual(s), and members of the interdisciplinary team. Level 5 Produce collaborative care of the individual with alterations in health. Level 6 **Upon completion of this course, the learner will safely and ethically execute the management of therapeutic nursing care within the healthcare system.** Design safe ethical care the health care system according to the nursing practice act, healthcare policy and National Patient Safety Goals. Level 6 Interpret information technology to support clinical decision making. Level 5 Defend safe therapeutic care using principles of evidence-based practice. Level 5 Evaluate the rights and interests of the individual within the healthcare system. Level 5 Develop accountability for behavior, actions and judgments. Level 6	

	practice to safely provide therapeutic nursing care in the healthcare system. Level 1 Outline care with the individual and members of the healthcare team to safely provide therapeutic nursing care. Level 2 Follow policy for behavior, actions, and judgements. Level 1	Express principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system. Level 2 Describe the individual's rights and interests within the healthcare system. Level 2 Practice accountability for behavior, actions and judgments. Level 2	**learner will safely and ethically execute the management of therapeutic nursing care within the healthcare system.** Arrange safe ethical care the health care system according to the nursing practice act, healthcare policy and National Patient Safety Goals. Level 4 Explore information technology to support clinical decision making. Level 3 Employ the principles of evidence-based practice while providing nursing care to the individual in the healthcare system. Level 3 Engage the rights and interests of the individual within the healthcare system. Level 3 Assume accountability for behavior, actions and judgments. Level 3	Examine safe therapeutic care using principles of evidence-based practice. Level 4 Integrate the rights and interests of the individual within the healthcare system. Level 4 Establish accountability for behavior, actions and judgments. Level 4		

Clinical Course Objectives

Course	NURS 115	NURS 125	NURS 135	NURS 215	NURS 225	NURS 235
Bloom's Level	Remembering Recalling information Recognizing, listing, describing, retrieving, naming, finding	Understanding Explaining ideas or concepts Interpreting, summarizing, paraphrasing, classifying, explaining	Applying Using information in another familiar situation Implementing, carrying out, using, executing	Analyzing Breaking information into parts to explore understandings and relationships Comparing, organizing, deconstructing, interrogating, finding	Evaluating Justifying a decision or course of action Checking, hypothesizing, critiquing, experimenting, judging	Creating Generating new ideas, products, or ways of viewing things Designing, constructing, planning, producing, inventing
Licensing Goals	Enter with CNA skills.		End 130 with skills needed to perform at the level of an entry level LPN.			Complete program with the knowledge skills and attitudes of an entry level RN.
Outcomes Big Picture	Students entering the nursing program must be able to perform at the level of a CNA. By the end of this course, students must be able to safely: ● Perform routine assessments and identify results outside healthy parameters. ● Administer non-parenteral and scheduled medications. ● Arrange care for two moderately complex patients in a skilled nursing facility.	By the end of this course, students must be able to safely: ● Interpret results of patient assessments and explain results to care team. ● Administer parenteral and non-parenteral medications. ● Demonstrate care for two moderately complex patients in a skilled nursing facility. ● Summarize patient teaching in the assigned outpatient clinical sites.	By the end of this course, students must be able to safely: ● Use the results of assessments to plan patient care. ● Administer non-IV medications. ● Transfer concepts learned in the non-acute care setting to care for one or two patients in an acute care setting.	By the end of this course, students must be able to safely: ● Explore patient assessments and relate to medical diagnoses. ● Administer non-parenteral, parenteral, and IV medications. ● Organize care for two complex patients in an acute care setting.	By the end of this course, students must be able to safely: ● Use results of patient assessments to justify interventions. ● Administer non-parenteral, parenteral, and IV medications, under the direct supervision of an RN. ● Support the care of patients in specialty care units within the acute care setting.	By the end of this course, students must be able to safely: ● Develop assessments and nursing care to provide efficient patient care. ● Administer non-parenteral, parenteral, and IV medications. ● Collaborate with RN preceptor to care for a minimum of 80 % of precepting nurses' patient load.
Skill Objectives	By the end of this course, students must have passed the following skills evaluations and	By the end of this course, students must have passed the following skills evaluations and	By the end of this course, students must have passed the following skills evaluations	By the end of this course, students must have passed the following skills	By the end of this course, students must have passed the following skills evaluation and	By the end of this course, students must:

Specific	simulations, and when the opportunity is available, safely perform these skills in the clinical setting: ● Record handwashing and personal protective equipment video skills evaluation. ● Perform vital sign and adult assessment skills evaluation. ● Administer topical, liquid, otic, ophthalmic, nasal, oral, inhaled, and narcotic medications. ● Complete clean dressing change skill evaluation. ● Simulate patient care with orientation to simulation, automatic drug distribution devices, multi-client medication & treatment administration, and comfort, mobility, & tissue integrity simulations.	simulations, and when the opportunity is available, safely perform these skills and all previously learned skills in the clinical setting: ● Administer intradermal, subcutaneous, and intramuscular injections. ● Demonstrate sterile technique while applying sterile gloves, changing a sterile dressing and insert a urinary catheter. ● Administer enteral tube feedings and medications. ● Simulate patient care with the following simulations: adult and pediatric diabetes, chronic obstructive pulmonary disease, respiratory syncytial virus, heart failure.	and simulations, and when the opportunity is available, safely perform these skills and all previously learned skills in the clinical setting: ● Complete basic intravenous therapy (IV) skill evaluation. ● Complete nasogastric intubation skill evaluation. ● Complete tracheostomy care skill evaluation. ● Simulate patient care with Perioperative, Perinatal and Addiction simulations. ● Produce patient care that exemplifies the knowledge skills and attitudes of an entry level licensed practical nurse.	evaluations and simulations, and when the opportunity is available, safely perform these skills and all previously learned skills in the clinical setting: ● Complete advanced intravenous therapy (IV) skill evaluation. ● Complete central line management skill evaluation. ● Complete IV direct medication administration skill evaluation. ● Complete IV insertion skill evaluation. ● Simulate patient care with Pneumonia, Sepsis and Stroke simulations.	simulations, and when the opportunity is available, safely perform these skills and all previously learned skills in the clinical setting: ● Change a central line dressing. ● Simulate care of patients with Pregnancy Induced Hypertension, Birth, Postpartum, Newborn, and Pediatric Overdose Simulations.	● Role-play a disaster simulation in the lab setting. ● Produce patient care that exemplifies the knowledge skills and attitudes of an entry level registered nurse.
Assignment Objectives	By the end of this course, students must be able to: ● Match assessments with expected assessments of pediatric development. ● Retrieve information from textbooks from textbooks for teaching plans for adult day health, senior health, and dementia care outpatient sites.	By the end of this course, students must be able to: ● Compare a group of clients with health concerns that demonstrate a **concept** and relate findings at post conference. ● Interpret performance accurately in **reflective**	By the end of this course, students must be able to: ● Carry out assessment of pediatric development. ● Explain access to and purpose of a 12-step program. ● Examine a group of clients with health concerns that	By the end of this course, students must be able to: ● Evaluate a group of patients with health concerns that demonstrate a **concept** and develop a presentation about the concept that is infused with actual	By the end of this course, students must be able to: ● Evaluate **pediatric development.** ● Critique performance accurately in reflective journal entries and clinical self-evaluation**.**	By the end of this course, students must be able to: ● Formulate precepting goal statement. ● Reflect on progress through preceptorship and the program in **reflective journals and the clinical self-evaluation.**

	• Identify similarities of a group of clients with health concerns that demonstrate a concept and relate findings at post conference. • Describe performance accurately in reflective journal entries and clinical self-evaluation.	**journal entries and clinical self-evaluation.**	demonstrate a **concept** and summarize findings at post conference. • Relate ability to apply skills used in previous quarters to new situations in **reflective journal entries and clinical self-evaluation.**	patient observations for post conference. • Analyze performance accurately in reflective journal entries and clinical self-evaluation.		
Clinical Sites	Adult Day Health Bellingham Technical College Parent Child Class Center for Senior Health Christian Health Care Center's Cedar Grove Skilled Nursing Facilities	Northwest Endoscopy Nutrition and Diabetes Clinic PeaceHealth • Rehabilitation Center • St. Joseph Medical Center • Wound Healing Center Skilled Nursing Facilities	12-step Meeting Sites Option Care Home Infusion Pacific Rim Surgical Center PeaceHealth Medical Group Pediatrics PeaceHealth St. Joseph Medical Center Rainbow Center	PeaceHealth St. Joseph Medical Center	PeaceHealth St. Joseph Medical Center	Various

Bellingham Technical College Nursing Program Syllabi for Quarters 1-6

Quarter 1

DEPT/COURSE #: NURS 110, NURS 115

CREDITS: NURS 110 = 4 credits, Lecture Hours: 44*
NUTR 115 Nutrition in Healthcare I = 1 credit, Lecture Hours: 11*
PHIL 115 Ethics and Policy in Healthcare I = 1 credit, Lecture Hours 11*
PSYCH 115 Psychosocial Issues in Healthcare I = 1 credit, Lecture Hours 11*
NURS 115 = 6 credits, Clinical Lab Hours: 120

COURSE TITLE: Introduction to Health Concepts

PREREQUISITES: Program Admission

COURSE DESCRIPTION:

This integrated course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including: comfort, elimination, health, wellness and illness, mobility, tissue integrity, cognition, assessment, clinical decision making, communication, professional behaviors, teaching and learning, accountability, legal issues, safety, basic principles of pharmacology, and foundational nursing skills. Nutrition in Healthcare I* examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format. Ethics and Policy in Healthcare I* explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of the healthcare professions through an integrated format. Psychosocial Issues in Healthcare I* examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care through an integrated format. Introduction to Health Concepts-Clinical Lab applies competencies necessary to meet the needs of individuals, families, and groups in a safe, legal, and ethical manner using the nursing process related to selected alterations discussed in NURS 110. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at local elder care agencies, assisted living and long-term care facilities.

*Integrated courses have the coursework imbedded in the nursing theory courses, this includes assessments. The grade earned in the theory course will be the same for all of the imbedded courses. The purpose of this design is for the graduate to have a transcript with the general university requirements identified facilitating academic progression to baccalaureate and higher degrees.

COURSE OUTCOME:

 Upon completion, students will be able to provide safe nursing care incorporating the concepts identified in this course.

Course Outcome Assessment:

- Course outcomes will be achieved by successful mastery of all objectives listed below.
- Demonstrates mastery of clinical skills and the application of critical thinking in simulation and actual patient care environments.

STUDENT PERFORMANCE OBJECTIVES (Course competencies):

Upon completion of the course, the learner will be able to relate to the individual as a holistic, complex, multidimensional, unique, and significant being.

1. Summarize concepts within the domain of the healthy individual.
2. Differentiate between a healthy individual and an individual with simple alterations in health.

Upon completion of the course, the learner will be able to internalize foundational principles of professional nursing practice to provide safe, culturally competent, therapeutic nursing care.

3. Describe the attitudes, skills and knowledge important to professional nursing.
4. Recall concepts needed to safely provide therapeutic nursing care.
5. Demonstrate holistic assessments, caring nursing interventions, and clinical decision making.
6. Discuss care with members of inter-professional health care team using professional communication.
7. Provide information and knowledge that promotes self-care.
8. Organize care using the nursing process.

Upon completion of the course, the learner will be able to transfer knowledge of the concepts within the domain of the healthcare system to safely and ethically administer care to the individual.
9. Demonstrate safe ethical care according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
10. Search information technology to support clinical decision making.
11. Recall evidence-based practice to safely provide therapeutic nursing care in the healthcare system
12. Outline care with the individual and members of the healthcare team to safely provide therapeutic nursing care.
13. Follow policy for behavior, actions, and judgments.

ACCESSIBILITY:

BTC and your instructor are committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you have difficulty reading, hearing or seeing content, or any other difficulties that might negatively impact your potential to succeed in this course, you may be eligible to receive help from our Accessibility Resources Office. If you feel you may benefit from an accommodation, contact Accessibility Resources ideally at the start of the quarter. (You may contact them at any time during the quarter.) This office is located in the Admissions and Student Resource Center, Room 106. Call 360-752-8450 or email ar@btc.edu. If you qualify for academic accommodations, the Accessibility Resources Office will forward a letter of accommodation to your instructor, who will, with you, work out the details of any accommodations needed for this course.

COURSE OUTLINE:

See course grids

METHODS OF INSTRUCTION:

See Nursing Program Student Handbook

STUDENT ASSIGNMENTS/REQUIREMENTS:

NURS 110, NUTR 115, PHIL 115, PSYCH 115

Theory Exams	75%
Dosage Calculation Exam	5%
Evidence Based Practice	10%
ATI Assignments	5%
Professionalism:	
Attendance	2%
Collaborative Exams	2%
Shared Governance	1%
Clinical –as assigned	P/F

EVALUATION AND GRADING STANDARDS:

Associate Degree Nursing Students are assessed and graded throughout the program to ensure cognitive, affective, and psychomotor skill development. Students must receive a minimum of 80% (B-) in all courses to progress to the next course.

GRADING CRITERIA FOR THEORY:

Course grades are weighted 20% assignments and 80% exams (5% math, 75% theory).

Theory Exam (75% of grade) scores must have a combined average of 80% or greater. Theory courses have four module exams. Scoring below 80% on an individual theory exam requires content remediation. The student is responsible for meeting with the instructor to create a remediation plan. Students who do not achieve 80% average on exams will not receive a passing grade in the course, regardless of the cumulative course grade and will not be able to progress in the program sequence.

Dosage Calculation Exam (5% of grade) must be passed with 100%. The dosage calculation exams may be retaken twice to reach this goal. Each course will have one dosage calculation assessment that will contain 10 questions and will be administered online using Canvas. A simple calculator will be provided by the proctor, students cannot use cellphones or personal calculators. If a dosage calculation exam is retaken, the score entered in the gradebook will be 80%. If a score of 100% is not reached on the second retake, this is unsatisfactory progress and the student will not be allowed to progress in the program.

Exams will be administered by computer in the nursing computer lab. No cell phones or other devices that record or send a signal are allowed in the testing area. A non-medical dictionary will be available for student reference in the testing area in the first year only. Collaborative exams may be administered in this program. If a student is absent the day of the exam no collaborative exam will occur.

Students are expected to complete all examinations on the assigned day; in the event of illness students will be required to complete a test on the first available date following an absence. On the first occurrence of a missed exam no percentage will be deducted, a 10 percent deduction will be taken for all successive occurrences. A test not taken at an agreed time will be considered as "no pass", with a score of "0" in the grade book. Efforts will be made to create a quiet testing environment in the computer lab, if accommodations are required please refer to the section above on Accessibility Resources.

Cheating on tests is grounds for dismissal from the program (See Code of Conduct, BTC Student Handbook). Additional details can be found in the Exam Guidelines policy outlined in the Nursing Program Student Handbook.

Evidence Based Practice Assignments (10% of grade) are assigned every quarter to allow students to collect, interpret, examine and prioritize information from a variety of peer-reviewed, scholarly sources. This process will prepare the student to coordinate and provide safe, evidence based, collaborative nursing care. Grading combines both complete/incomplete elements and point based grading. ___*Any elements*___ turned in late will result in a 10% reduction in final grade. Any missing elements will result in a final grade of 0. A detailed project outline, including directions for APA formatting is provided on the course website.

ATI Assignments (5% of grade) ATI Tutorials and Practice and Proctored Assessments are assigned by course instructor. ATI (Assessment Technologies Institute) is an online resource for students to use to supplement the theory and lab course content and to help students prepare for the NCLEX. ATI grading for NURS110 is as follows.

- Complete tutorials ATI Plan 2.0 Getting Started with ATI, Nurse Logic, and Achieve and submit ATI transcript before M1 exam for 4 points;
- Complete Critical Thinking: Entrance Proctored Assessment for 3 points;
- Complete Pharmacology Made Easy tutorials: Modules 1, 11 & 12 and submit ATI transcript for 3 points.

*See ATI Content Mastery Series Grading Rubric at the end of this document

Professionalism is defined by the BTC Nursing Program as participating within the nursing profession by seeking opportunities for continued learning, self-development, and management skills. Grading for professionalism includes attendance, collaborative exams, and shared governance.

Attendance (2% of grade) is graded in Canvas as an assignment worth 100 points. Attendance is expressed in the Canvas gradebook as a percentage of class periods attended and class periods missed. A tardy is worth is worth 80% of a presence. For example, a student with one presence and one tardy will have an average attendance score of 90% in a nursing course that has 22 days.

Collaborative Exams (2% of grade) allows students to: develop positive interpersonal relationships with other students, promote fellow student learning, do one's fair share of the work, use appropriate small-group process skills, improve test taking skills, and active evaluation of the effectiveness of the group. In addition, group activity enhances learning and critical thinking skills such as analysis, explanation, inference, and interpretation. For each collaborative exam the student can earn up to two points as follows: 80-89% 1 point, 90-100% 2 points for a maximum total of eight (8) possible points per course.

Shared Governance (1% of grade) is participation in a dynamic staff/leader partnership that promotes collaboration, shared decision making and accountability for improving quality of care, safety and enhancing work life. Nursing students participate in shared governance through active participation in organizations such as the Student Nurse Organization (SNO) and the Associated Student Body of Bellingham Technical College (ASBTC).

GRADING CRITERIA FOR CLINICAL/LAB:

Clinical grading will be pass/fail based on performance rubrics. Minimum criteria for a grade of complete in a clinical course is an overall grade of 80% or higher in each category: clinical assignments, attendance and performance.

STUDENT ASSIGNMENTS/REQUIREMENTS:

Clinical Performance:

Reflective Journals & Clinical Self Evaluation	50%
Lab Skills Evaluations	10%
Clinical Assignments	30%
Attendance	10%

Clinical research assignments will be required prior to caring for clients in a clinical setting. Written assignments will be handed in after each clinical week. Late clinical assignments may result in an incomplete grade for the clinical course and prevent progression in the nursing program. When a student's behavior or behaviors pose a threat to patient safety, that student may be subject to a failing grade in the clinical nursing course (See criteria for unsafe clinical practice in nursing program handbook.)

REQUIRED STUDENT SUPPLIES & MATERIALS:

See Nursing Program Student Handbook

SUPPLEMENTAL INSTRUCTION:

Supplemental Instruction (SI) is a nationally recognized academic support program. The SI leader attends class/skills lab with the students, takes notes, and asks clarifying questions so they know the instructors expectations in the skills lab, on papers, and tests. Outside of class/skills lab time, additional SI sessions are regularly scheduled, informal review sessions that involve collaborative learning activities through which students can clarify course concepts and practice the types of study strategies that will help them truly master the information and lab skills required to succeed in the course. Generally, in the Associate Degree Nursing program (6 quarters) the SI focus is on 1st and 4th quarter students. However, the sessions held outside of class/skills lab are open to all nursing students.

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism constitutes the use of another person's work without proper acknowledgment of that work and will not be tolerated. Plagiarism, cheating, providing false information, or any other form of academic dishonesty is taken very seriously and may result in failure of the course and/or expulsion from the nursing program. Please see the BTC Student Code of Conduct and Current Catalog for more information on school policies.

CAMPUS EMERGENCIES: If an emergency arises, your instructor may inform you of actions to follow. You are responsible for knowing emergency evacuation routes from your classroom. If police or university officials order you to evacuate, do so calmly and assist those needing help. You may receive emergency information alerts via the building enunciation system, text message, email, or BTC's webpage, Facebook and Twitter. Refer to the emergency flipchart in your room for more information on specific types of emergencies.

Quarter 2

DEPT/COURSE #:   **NURS 120, NURS 125**

CREDITS: **NURS 120 = 5 credits, Lecture Hours: 55***

                    NUTR 116 Nutrition in Healthcare II = 1 credit, Lecture Hours: 11*

                    PSYCH 116 Psychosocial Issues in Healthcare II = 1 credit, Lecture Hours 11*

                    NURS 125 = 6 credits, Clinical Lab Hours: 120

COURSE TITLE: Health and Illness Concepts 1

PREREQUISITES: NURS110, NURS115, NUTR115, PHIL115, & PSYC115

COURSE DESCRIPTION: This integrated course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid base balance, fluids and electrolytes, inflammation, metabolism, mobility, oxygenation, perfusion, thermoregulation, culture and diversity, development, spirituality, assessment (pediatric variations), caring interventions and self-care, clinical decision making, and documentation. NUTR 116 Nutrition in Healthcare II* examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format. Psychosocial Issues in Healthcare II* examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care through an integrated format. Health and Illness Concepts 1- Clinical Lab applies competencies necessary to meet the needs of individuals, families, and groups in a safe, legal, and ethical manner using the nursing process related to selected alterations discussed in Health and Illness Concepts 1. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at local community agencies and acute care facilities.

*Integrated courses have the coursework imbedded in the nursing theory courses, this includes assessments. The grade earned in the theory course will be the same for all of the imbedded courses. The purpose of this design is for the graduate to have a transcript with the general university requirements identified facilitating academic progression to baccalaureate and higher degrees.

COURSE OUTCOME: Upon completion, students will be able to provide safe nursing care incorporating the concepts identified in this course.

COURSE OUTCOME ASSESSMENT:

- Course outcomes will be achieved by successful mastery of all objectives listed below.
- Demonstrates mastery of clinical skills and the application of critical thinking in simulation and actual patient care environments.

STUDENT PERFORMANCE OBJECTIVES (Course competencies):

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Upon completion of this course, the learner will further develop knowledge of concepts with in the domain of the individual

1. Examine the pathophysiology, prevalence and clinical course of individuals with specific alterations in health.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests with the identified alterations.

Upon completion of this course, the learner will provide safe, culturally competent, therapeutic nursing care to individuals

1. Respond to situations with an awareness of the values, attitudes, behaviors and beliefs important to professional nursing
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to multiple individuals with alterations in health.
3. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary team to provide therapeutic care.
5. Develop a teaching plan for individuals incorporating teaching and learning principles.
6. Collaboratively manage care of the individual with alterations in health.

Upon completion of this course, the learner will safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals

1. Practice safely and ethically within the health care system according to the nursing practice act, healthcare policy and National Patient Safety Goals.
2. Employ Information technology to support clinical decision making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect and support the individual's rights and interests.
5. Accept accountability for behavior, actions and judgments

COURSE OUTLINE: see course grid

METHODS OF INSTRUCTION: See Nursing Program Student Handbook

STUDENT ASSIGNMENTS/REQUIREMENTS:

Theory Exams	75%
Dosage Calculation Exam	5%
Evidence Based Practice	10%
ATI Assignments	5%
Professionalism: Attendance	2%
Collaborative Exams	2%

Shared Governance   1%

Clinical –as assigned   P/F

EVALUATION AND GRADING STANDARDS:

Associate Degree Nursing Students are assessed and graded throughout the program to ensure cognitive, affective, and psychomotor skill development. Students must receive a minimum of 80% (B-) in all courses to progress to the next course.

GRADING CRITERIA FOR THEORY:

Course grades are weighted 20% assignments and 80% exams (5% math, 75% theory).

Theory Exam (75% of grade) scores must have a combined average of 80% or greater. Scoring below 80% on an individual theory exam requires content remediation. The student is responsible for meeting with the instructor to create a remediation plan. Students who do not achieve 80% average on exams will not receive a passing grade in the course, regardless of the cumulative course grade and will not be able to progress in the program sequence.

Dosage Calculation Exam (5% of grade) must be passed with 100%. The dosage calculation exams may be retaken twice to reach this goal. Each course will have one dosage calculation assessment that will contain 10 questions and will be administered online using Canvas. A simple calculator will be provided by the proctor, students cannot use cellphones or personal calculators. If a dosage calculation exam is retaken, the score entered in the gradebook will be 80%. If a score of 100% is not reached on the second retake, this is unsatisfactory progress and the student will not be allowed to progress in the program.

Exams will be administered by computer in the nursing computer lab. No cell phones or other devices that record or send a signal are allowed in the testing area. A non-medical dictionary will be available for student reference in the testing area in the first year only. Collaborative exams may be administered in this program. If a student is absent the day of the exam no collaborative exam will occur.

Students are expected to complete all examinations on the assigned day; in the event of illness students will be required to complete a test on the first available date following an absence. On the first occurrence of a missed exam no percentage will be deducted, a 10 percent deduction will be taken for all successive occurrences. A test not taken at an agreed time will be considered as "no pass", with a score of "0" in the grade book.

Efforts will be made to create a quiet testing environment in the computer lab if accommodations are required please refer to the section below on Accessibility Resources.

Cheating on tests is grounds for dismissal from the program (See Code of Conduct, BTC Student Handbook). Additional details can be found in the Exam Guidelines policy outlined in the Nursing Program Student Handbook.

Evidence Based Practice (10% of grade) are assigned every quarter to allow students to collect, interpret, examine and prioritize information from a variety of peer-reviewed, scholarly sources. This process will prepare the student to coordinate and provide safe, evidence based, collaborative nursing care. Grading combines both complete/incomplete elements and point based grading. _**Any elements**_ turned in late will result in a 10% reduction in final grade. Any missing elements will result in a final grade of 0. A detailed project outline, including directions for APA formatting is provided on the course website.

ATI Assignments (5% of grade) ATI Tutorials and Practice and Proctored Assessments are assigned by course instructor. ATI (Assessment Technologies Institute) is an online resource for students to use to supplement the theory and lab course content and to help students prepare for the NCLEX. ATI grading is based on the grading rubric below. All ATI points will be imputed in the gradebook one time at the end of the quarter and will be recorded only after student submits a printed copy of their ATI Transcript with all ATI assignments recorded and highlighted. BTC nursing program has set a benchmark for ATI Proctored Assessments of Level 2 or higher as this score indicates adequate content knowledge.

*See ATI Content Mastery Series Grading Rubric at the end of this document

Professionalism is defined by the BTC Nursing Program as participating within the nursing profession by seeking opportunities for continued learning, self-development, and management skills. Grading for professionalism includes attendance, collaborative exams, and shared governance.

Attendance (2% of grade) is graded in Canvas as an assignment worth 100 points. Attendance is expressed in the Canvas gradebook as a percentage of class periods attended and class periods missed. A tardy is worth is worth 80% of a presence. For example, a student with one presence and one tardy will have an average attendance score of 90% in a nursing course that has 22 days.

Collaborative Exams (2% of grade) allows students to: develop positive interpersonal relationships with other students, promote fellow student learning, do one's fair share of the work, use appropriate small-group process skills, improve test taking skills, and active evaluation of the effectiveness of the group. In addition, group activity enhances learning and critical thinking skills such as analysis, explanation, inference, and interpretation. For each collaborative exam the student can earn up to two points as follows: 80-89% 1 point, 90-100% 2 points for a maximum total of eight (8) possible points per course.

Shared Governance (1% of grade) is participation in a dynamic staff/leader partnership that promotes collaboration, shared decision making and accountability for improving quality of care, safety and enhancing work life. Nursing students participate in shared governance through active participation in organizations such as the Student Nurse Organization (SNO) and the Associated Student Body of Bellingham Technical College (ASBTC).

GRADING CRITERIA FOR CLINICAL/LAB:

Clinical grading will be pass/fail based on performance rubrics. Minimum criteria for a grade of complete in a clinical course is an overall grade of 80% or higher in each category: clinical assignments, attendance and performance.

STUDENT ASSIGNMENTS/REQUIREMENTS:

Clinical Performance:

Reflective Journals & Clinical Self Evaluation	50%
Lab Skills Evaluations	10%
Clinical Assignments	30%
Attendance	10%

Clinical research assignments will be required prior to caring for clients in a clinical setting. Written assignments will be handed in after each clinical week. Late clinical assignments may result in an incomplete grade for the clinical course and prevent progression in the nursing program. When a student's behavior or behaviors pose a threat to patient safety, that student may be subject to a failing grade in the clinical nursing course (See criteria for unsafe clinical practice in nursing program handbook.)

REQUIRED STUDENT SUPPLIES & MATERIALS:

See Nursing Program Student Handbook

SUPPLEMENTAL INSTRUCTION:

Supplemental Instruction (SI) is a nationally recognized academic support program. The SI leader attends class/skills lab with the students, takes notes, and asks clarifying questions so they know the instructors expectations in the skills lab, on papers, and tests. Outside of class/skills lab time, additional SI sessions are regularly scheduled, informal review sessions that involve collaborative learning activities through which students can clarify course concepts and practice the types of

study strategies that will help them truly master the information and lab skills required to succeed in the course. Generally, in the Associate Degree Nursing program (6 quarters) the SI focus is on 1st and 4th quarter students. However, the sessions held outside of class/skills lab are open to all nursing students.

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism constitutes the use of another person's work without proper acknowledgment of that work and will not be tolerated. Plagiarism, cheating, providing false information, or any other form of academic dishonesty is taken very seriously and may result in failure of the course and/or expulsion from the nursing program. Please see the BTC Student Code of Conduct and Current Catalog for more information on school policies.

CAMPUS EMERGENCIES: If an emergency arises, your instructor may inform you of actions to follow. You are responsible for knowing emergency evacuation routes from your classroom. If police or university officials order you to evacuate, do so calmly and assist those needing help. You may receive emergency information alerts via the building enunciation system, text message, email, or BTC's webpage, Facebook and Twitter. Refer to the emergency flipchart in your room for more information on specific types of emergencies.

Quarter 3

DEPT/COURSE #:   NURS 130, NURS 135

CREDITS: NURS 130 = 3 credits, Lecture Hours: 33*

NUTR 117 Nutrition in Healthcare III = 1 credit, Lecture Hours: 11*

PSYC 117 Psychosocial Issues in Healthcare III = 2 credits, Lecture Hours, 22*

NURS 135 = 6 credits, Clinical Lab Hours: 120

COURSE TITLE: Health and Illness Concepts 2

PREREQUISITES: NURS120, NURS125, NUTR116, PSYC116

COURSE DESCRIPTION: This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of comfort, immunity, oxygenation, perioperative care, sensory perception, sexuality, addiction, family, stress and coping, teaching and learning, advocacy, ethics, informatics, safety, and care of the famiy are introduced. NUTR 117 Nutrition in Healthcare III* examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions through an integrated format. Psychosocial Issues in Healthcare III examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care through an integrated format. Health and Illness Concepts 2- Clinical Lab applies competencies necessary to meet the needs of individuals, families, and groups in a safe, legal, and ethical manner using the nursing process related to selected alterations discussed in Health and Illness Concepts 2. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at local community agencies and acute care facilities.

*Integrated courses have the coursework imbedded in the nursing theory courses, this includes assessments. The grade earned in the theory course will be the same for all of the imbedded courses. The purpose of this design is for the graduate to have a transcript with the general university requirements identified facilitating academic progression to baccalaureate and higher degrees.

COURSE OUTCOME: Upon completion, students will be able to provide safe nursing care incorporating the concepts identified in this course.

COURSE OUTCOME ASSESSMENT:

- Course outcomes will be achieved by successful mastery of all objectives listed below.
- Demonstrates mastery of clinical skills and the application of critical thinking in simulation and actual patient care environments.

STUDENT PERFORMANCE OBJECTIVES (Course competencies):

Upon completion of this course, the learner will further develop knowledge of concepts with in the domain of the individual

1. Examine the pathophysiology, prevalence and clinical course of individuals with specific alterations in health.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests with the identified alterations.

Upon completion of this course, the learner will provide safe, culturally competent, therapeutic nursing care to individuals

1. Respond to situations with an awareness of the values, attitudes, behaviors and beliefs important to professional nursing
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to multiple individuals with alterations in health.
3. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary team to provide therapeutic care.
5. Develop a teaching plan for individuals incorporating teaching and learning principles.
6. Collaboratively manage care of the individual with alterations in health.

Upon completion of this course, the learner will safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals

1. Practice safely and ethically within the health care system according to the nursing practice act, healthcare policy and National Patient Safety Goals.
2. Employ Information technology to support clinical decision making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect and support the individual's rights and interests.
5. Accept accountability for behavior, actions and judgments

ACCESSIBILITY:

BTC and your instructor are committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you have difficulty reading, hearing or seeing content, or any other difficulties that might negatively impact your potential to succeed in this course, you may be eligible to receive help from our Accessibility Resources Office. If you feel you may benefit from an accommodation, contact Accessibility Resources ideally at the start of the quarter. (You may contact them at any time during the quarter.) This office is located in the Admissions and Student Resource Center, Room 106. Call 360-752-8450 or email ar@btc.edu. If you qualify for academic accommodations, the Accessibility Resources Office will forward a letter of accommodation to your instructor, who will, with you, work out the details of any accommodations needed for this course.

COURSE OUTLINE: see course grid

METHODS OF INSTRUCTION: See Nursing Program Student Handbook

Student Assignments/Requirements:

Theory Exams	75%
Dosage Calculation Exams	5%
Evidence Based Practice	10%
ATI Assignments	5%
Professionalism:	
Attendance	2%
Collaborative Exams	2%
Shared Governance	1%
Clinical –as assigned	P/F

EVALUATION AND GRADING STANDARDS:

Associate Degree Nursing Students are assessed and graded throughout the program to ensure cognitive, affective, and psychomotor skill development. Students must receive a minimum of 80% (B-) in all courses to progress to the next course.

GRADING CRITERIA FOR THEORY:

Course grades are weighted 20% assignments and 80% exams (5% math, 75% theory).

Theory Exam (75% of grade) scores must have a combined average of 80% or greater. Scoring below 80% on an individual theory exam requires content remediation. The student is responsible for meeting with the instructor to create a remediation plan. Students who do not achieve 80% average on exams will not receive a passing grade in the course, regardless of the cumulative course grade and will not be able to progress in the program sequence.

Dosage Calculation Exam (5% of grade) must be passed with 100%. The dosage calculation exams may be retaken twice to reach this goal. Each course will have one dosage calculation assessment that will contain 10 questions and will be administered online using Canvas. A simple calculator will be provided by the proctor, students cannot use cellphones or personal calculators. If a dosage calculation exam is retaken, the score entered in the gradebook will be 80%. If a score of 100% is not reached on the second retake, this is unsatisfactory progress and the student will not be allowed to progress in the program.

Exams will be administered by computer in the nursing computer lab. No cell phones or other devices that record or send a signal are allowed in the testing area. A non-medical dictionary will be available for student reference in the testing area in the first year only. Collaborative exams may be administered in this program. If a student is absent the day of the exam no collaborative exam will occur.

Students are expected to complete all examinations on the assigned day; in the event of illness students will be required to complete a test on the first available date following an absence. On the first occurrence of a missed exam no percentage will be deducted, a 10 percent deduction will be taken for all successive occurrences. A test not taken at an agreed time will be considered as "no pass", with a score of "0" in the grade book.

Efforts will be made to create a quiet testing environment in the computer lab if accommodations are required please refer to the section below on Accessibility Resources.

Cheating on tests is grounds for dismissal from the program (See Code of Conduct, BTC Student Handbook). Additional details can be found in the Exam Guidelines policy outlined in the Nursing Program Student Handbook.

Evidence Based Practice (10% of grade) are assigned every quarter to allow students to collect, interpret, examine and prioritize information from a variety of peer-reviewed, scholarly sources. This process will prepare the student to coordinate and provide safe, evidence based, collaborative nursing care. Grading combines both complete/incomplete elements and point based grading. ***Any elements*** turned in late will result in a 10% reduction in final grade. Any missing elements will result in a final grade of 0. A detailed project outline, including directions for APA formatting is provided on the course website.

ATI Assignments (5% of grade) ATI Tutorials and Practice and Proctored Assessments are assigned by course instructor. ATI (Assessment Technologies Institute) is an online resource for students to use to supplement the theory and lab course content and to help students prepare for the NCLEX. ATI grading is based on the grading rubric below. All ATI points will be imputed in the gradebook one time at the end of the quarter and will be recorded only after student submits a printed copy of their ATI Transcript with all ATI assignments recorded and highlighted. BTC nursing program has set a benchmark for ATI Proctored Assessments of Level 2 or higher as this score indicates adequate content knowledge.

*See ATI Content Mastery Series Grading Rubric at the end of this document

Professionalism is defined by the BTC Nursing Program as participating within the nursing profession by seeking opportunities for continued learning, self-development, and management skills. Grading for professionalism includes attendance, collaborative exams, and shared governance.

Attendance (2% of grade) is graded in Canvas as an assignment worth 100 points. Attendance is expressed in the Canvas gradebook as a percentage of class periods attended and class periods missed. A tardy is worth is worth 80% of a presence. For example, a student with one presence and one tardy will have an average attendance score of 90% in a nursing course that has 22 days.

Collaborative Exams (2% of grade) allows students to: develop positive interpersonal relationships with other students, promote fellow student learning, do one's fair share of the work, use appropriate small-group process skills, improve test taking skills, and active evaluation of the effectiveness of the group. In addition, group activity enhances learning and critical thinking skills such as analysis, explanation, inference, and interpretation. For each collaborative exam the student can earn up to two points as follows: 80-89% 1 point, 90-100% 2 points for a maximum total of eight (8) possible points per course.

Shared Governance (1% of grade) is participation in a dynamic staff/leader partnership that promotes collaboration, shared decision making and accountability for improving quality of care, safety and enhancing work life. Nursing students participate in shared governance through active participation in organizations such as the Student Nurse Organization (SNO) and the Associated Student Body of Bellingham Technical College (ASBTC).

GRADING CRITERIA FOR CLINICAL/LAB:

Clinical grading will be pass/fail based on performance rubrics. Minimum criteria for a grade of complete in a clinical course is an overall grade of 80% or higher in each category: clinical assignments, attendance and performance.

STUDENT ASSIGNMENTS/REQUIREMENTS:

    Clinical Performance:

Reflective Journals & Clinical Self Evaluation	50%
Lab Skills Evaluations	10%
Clinical Assignments	30%
Attendance	10%

Clinical research assignments will be required prior to caring for clients in a clinical setting. Written assignments will be handed in after each clinical week. Late clinical assignments may result in an incomplete grade for the clinical course and prevent progression in the nursing program. When a student's behavior or behaviors pose a threat to patient safety, that student may be subject to a failing grade in the clinical nursing course (See criteria for unsafe clinical practice in nursing program handbook.)

REQUIRED STUDENT SUPPLIES & MATERIALS:

See Nursing Program Student Handbook

SUPPLEMENTAL INSTRUCTION:

Supplemental Instruction (SI) is a nationally recognized academic support program. The SI leader attends class/skills lab with the students, takes notes, and asks clarifying questions so they know the instructors expectations in the skills lab, on papers, and tests. Outside of class/skills lab time, additional SI sessions are regularly scheduled, informal review sessions that involve collaborative learning activities through which students can clarify course concepts and practice the types of study strategies that will help them truly master the information and lab skills required to succeed in the course. Generally, in the Associate Degree Nursing program (6 quarters) the SI focus is on 1st and 4th quarter students. However, the sessions held outside of class/skills lab are open to all nursing students.

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism constitutes the use of another person's work without proper acknowledgment of that work and will not be tolerated. Plagiarism, cheating, providing false information, or any other form of academic dishonesty is taken very seriously and may result in failure of the course and/or expulsion from the nursing program. Please see the BTC Student Code of Conduct and Current Catalog for more information on school policies.

CAMPUS EMERGENCIES: If an emergency arises, your instructor may inform you of actions to follow. You are responsible for knowing emergency evacuation routes from your classroom. If police or university officials order you to evacuate, do so calmly and assist those needing help. You may receive emergency information alerts via the building enunciation system, text message, email, or BTC's webpage, Facebook and Twitter. Refer to the emergency flipchart in your room for more information on specific types of emergencies.

Quarter 4

DEPT/COURSE #: NURS 210, NURS 215

CREDITS: NURS 210= 7 credits, Lecture Hours: 77   NURS 215= 6 credits, Clinical Lab Hours: 198

COURSE TITLE: Acute Health Concepts

PREREQUISITES: NURS 130/135 or advance placement admission as an LPN

COURSE DESCRIPTION:

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid and electrolyte, acid base balance, elimination, oxygenation, metabolism, intracranial regulation, thermoregulation, perfusion, inflammation, tissue integrity, mobility, infection control, stress/coping, family, health/wellness/illness, hospitalized individual, communication, clinical decision making, advanced clinical skills, pt. educator, collaboration, managing care, safety, advocacy, informatics , point of care documentation, clinical decision and support systems. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at inpatient regional facilities with focus on adult medical surgical acute care. The Nursing Lab course prepares Nursing students to utilize the nursing process in implementing nursing skills and nursing technologies when caring for clients across the life span and representing a wide variety of health care concerns. Students will develop skills through discussion, observation, and practice in the laboratory setting. Nursing theory, lab and clinical courses are concurrent and both must be passed to progress in the program sequence.

COURSE OUTCOME:

Upon completion, students will be able to provide safe nursing care incorporating the concepts identified in this course

COURSE OUTCOME ASSESSMENT:

- Course outcomes will be achieved by successful mastery of all objectives listed below.
- Demonstrates mastery of clinical skills and the application of critical thinking in simulation and actual patient care environments.

STUDENT PERFORMANCE OBJECTIVES (Course competencies):

Upon completion of this course, the learner will further develop knowledge of concepts with in the domain of the individual

1. Examine the pathophysiology, prevalence and clinical course of individuals with specific alterations in health.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests with the identified alterations.

Upon completion of this course, the learner will provide safe, culturally competent, therapeutic nursing care to individuals

1. Respond to situations with an awareness of the values, attitudes, behaviors and beliefs important to professional nursing
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to multiple individuals with alterations in health.
3. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary team to provide therapeutic care.
5. Develop a concept map to effectively demonstrate knowledge of individuals with complex alterations in health.
6. Develop a teaching plan for individuals incorporating teaching and learning principles.
7. Collaboratively manage care of the individual with alterations in health.

Upon completion of this course, the learner will safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals

1. Practice safely and ethically within the health care system according to the nursing practice act, healthcare policy and National Patient Safety Goals.
2. Employ Information technology to support clinical decision making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect and support the individual's rights and interests.
5. Accept accountability for behavior, actions and judgments

ACCESSIBILITY:

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If you have difficulty reading, hearing or seeing content, or any other difficulties that might negatively impact your potential to succeed in this course, you may be eligible to receive help from our Accessibility Resources Office. If you feel you may benefit from an accommodation, contact Accessibility Resources ideally at the start of the quarter. (You may contact them at any time during the quarter.) This office is located in the Admissions and Student Resource Center, Room 106. Call 360-752-8450 or email ar@btc.edu. If you qualify for academic accommodations, the Accessibility Resources Office will forward a letter of accommodation to your instructor, who will, with you, work out the details of any accommodations needed for this course.

COURSE OUTLINE:

See course grids

METHODS OF INSTRUCTION:

See Nursing Program Student Handbook

STUDENT ASSIGNMENTS/REQUIREMENTS:

Theory Exams   75%

Dosage Calculation Exam   5%

Evidence Based Practice	10%
ATI Assignments	5%
Professionalism:	
Attendance	2%
Collaborative Exams	2%
Shared Governance	1%
Clinical –as assigned	P/F

EVALUATION AND GRADING STANDARDS:

Associate Degree Nursing Students are assessed and graded throughout the program to ensure cognitive, affective, and psychomotor skill development. Students must receive a minimum of 80% (B-) in all courses to progress to the next course.

GRADING CRITERIA FOR THEORY:

Course grades are weighted 20% assignments and 80% exams (5% math, 75% theory).

Theory Exam (75% of grade) scores must have a combined average of 80% or greater. Scoring below 80% on an individual theory exam requires content remediation. The student is responsible for meeting with the instructor to create a remediation plan. Students who do not achieve 80% average on exams will not receive a passing grade in the course, regardless of the cumulative course grade and will not be able to progress in the program sequence.

Dosage Calculation Exam (5% of grade) must be passed with 100%. The dosage calculation exams may be retaken twice to reach this goal. Each course will have one dosage calculation assessment that will contain 10 questions and will be administered online using Canvas. A simple calculator will be provided by the proctor, students cannot use cellphones or personal calculators. If a dosage calculation exam is retaken, the score entered in the gradebook will be 80%. If a score of 100% is not reached on the second retake, this is unsatisfactory progress and the student will not be allowed to progress in the program.

Exams will be administered by computer in the nursing computer lab. No cell phones or other devices that record or send a signal are allowed in the testing area. A non-medical dictionary will be available for student reference in the testing area in the first year only. Collaborative exams may be administered in this program. If a student is absent the day of the exam no collaborative exam will occur.

Students are expected to complete all examinations on the assigned day; in the event of illness students will be required to complete a test on the first available date following an absence. On the first occurrence of a missed exam no percentage will be deducted, a 10 percent deduction will be taken for all successive occurrences. A test not taken at an agreed time will be considered as "no pass", with a score of "0" in the grade book.

Efforts will be made to create a quiet testing environment in the computer lab, if accommodations are required please refer to the section above on Accessibility Resources.

Cheating on tests is grounds for dismissal from the program (See Code of Conduct, BTC Student Handbook). Additional details can be found in the Exam Guidelines policy outlined in the Nursing Program Student Handbook.

Evidence Based Practice Assignments (10% of grade) are assigned every quarter to allow students to collect, interpret, examine and prioritize information from a variety of peer-reviewed, scholarly sources. This process will prepare the student to coordinate and provide safe, evidence based, collaborative nursing care. Grading combines both complete/incomplete elements and point based grading. ***Any elements*** turned in late will result in a 10% reduction in final grade. Any missing elements will result in a final grade of 0. A detailed project outline, including directions for APA formatting is provided on the course website.

ATI Assignments (5% of grade) ATI Tutorials and Practice and Proctored Assessments are assigned by course instructor. ATI (Assessment Technologies Institute) is an online resource for students to use to supplement the theory and lab course content and to help students prepare for the NCLEX. ATI grading is based on the grading rubric below. All ATI points will be imputed in the gradebook one time at the end of the quarter and will be recorded only after student submits a printed copy of their ATI Transcript with all ATI assignments recorded and highlighted. BTC nursing program has set a benchmark for ATI Proctored Assessments of Level 2 or higher as this score indicates adequate content knowledge.

*See ATI Content Mastery Series Grading Rubric at the end of this document

Professionalism is defined by the BTC Nursing Program as participating within the nursing profession by seeking opportunities for continued learning, self-development, and management skills. Grading for professionalism includes attendance, collaborative exams, and shared governance.

Attendance (2% of grade) is graded in Canvas as an assignment worth 100 points. Attendance is expressed in the Canvas gradebook as a percentage of class periods attended and class periods missed. A tardy is worth is worth 80% of a presence. For example, a student with one presence and one tardy will have an average attendance score of 90% in a nursing course that has 22 days.

Collaborative Exams (2% of grade) allows students to: develop positive interpersonal relationships with other students, promote fellow student learning, do one's fair share of the work, use appropriate small-group process skills, improve test taking skills, and active evaluation of the effectiveness of the group. In addition, group activity enhances learning and critical thinking skills such as analysis, explanation, inference, and interpretation. For each collaborative exam the student can earn up to two points as follows: 80-89% 1 point, 90-100% 2 points for a maximum total of eight (8) possible points per course.

Shared Governance (1% of grade) is participation in a dynamic staff/leader partnership that promotes collaboration, shared decision making and accountability for improving quality of care, safety and enhancing work life. Nursing students participate in shared governance through active participation in organizations such as the Student Nurse Organization (SNO) and the Associated Student Body of Bellingham Technical College (ASBTC).

GRADING CRITERIA FOR CLINICAL/LAB:

Clinical grading will be pass/fail based on performance rubrics. Minimum criteria for a grade of complete in a clinical course is an overall grade of 80% or higher in each category: clinical assignments, attendance and performance.

STUDENT ASSIGNMENTS/REQUIREMENTS:

Clinical Performance:

Reflective Journals & Clinical Self Evaluation	50%
Lab Skills Evaluations	10%
Clinical Assignments	30%
Attendance	10%

Clinical research assignments will be required prior to caring for clients in a clinical setting. Written assignments will be handed in after each clinical week. Late clinical assignments may result in an incomplete grade for the clinical course and prevent progression in the nursing program. When a student's behavior or behaviors pose a threat to patient safety, that student may be subject to a failing grade in the clinical nursing course (See criteria for unsafe clinical practice in nursing program handbook.)

REQUIRED STUDENT SUPPLIES & MATERIALS:

See Nursing Program Student Handbook

SUPPLEMENTAL INSTRUCTION:

Supplemental Instruction (SI) is a nationally recognized academic support program. The SI leader attends class/skills lab with the students, takes notes, and asks clarifying questions so they know the instructors expectations in the skills lab, on papers, and tests. Outside of class/skills lab time, additional SI sessions are regularly scheduled, informal review sessions that involve collaborative learning activities through which students can clarify course concepts and practice the types of study strategies that will help them truly master the information and lab skills required to succeed in the course. Generally, in the Associate Degree Nursing program (6 quarters) the SI focus is on 1st and 4th quarter students. However, the sessions held outside of class/skills lab are open to all nursing students.

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism constitutes the use of another person's work without proper acknowledgment of that work and will not be tolerated. Plagiarism, cheating, providing false information, or any other form of academic dishonesty is taken very seriously and may result in failure of the course and/or expulsion from the nursing program. Please see the BTC Student Code of Conduct and Current Catalog for more information on school policies.

Quarter 5

DEPT/COURSE #: NURS 220, NURS 225

CREDITS: NURS 220= 7 credits, Lecture Hours: 77   NURS 225= 6 credits, Clinical Lab Hours: 198

COURSE TITLE: Complex Health Concepts

PREREQUISITES: NURS 210/215

COURSE DESCRIPTION:

This course is designed to further develop the concepts within the three domains of the individual, healthcare and nursing. Emphasis is placed on the concepts of acid base balance, newborn thermoregulation, perfusion, reproduction, development, cellular regulation and cancer, comfort, violence, communication, collaboration, managing care, ethics and mastering previously learned concepts. These concepts are applied through on-campus theory, skills and simulation labs and off-campus clinical experiences at inpatient regional facilities with focus on specialty nursing areas. The Nursing Lab course prepares Nursing students to utilize the nursing process in implementing nursing skills and nursing technologies when caring for clients across the life span and representing a wide variety of health care concerns. Students will develop skills through discussion, observation, and practice in the laboratory setting. Nursing theory, lab and clinical courses are concurrent and all three must be passed to progress in the program sequence.

COURSE OUTCOME:

Upon completion, students will be able to provide safe nursing care incorporating the concepts identified in this course

COURSE OUTCOME ASSESSMENT:

- Course outcomes will be achieved by successful mastery of all objectives listed below.
- Demonstrates mastery of clinical skills and the application of critical thinking in simulation and actual patient care environments.

STUDENT PERFORMANCE OBJECTIVES (Course competencies):

Upon completion of this course, the learner will further develop knowledge of concepts with in the domain of the individual

5. Examine the pathophysiology, prevalence and clinical course of individuals with specific alterations in health.
6. Differentiate between the healthy individual and those individuals experiencing alterations in health.
7. Detect changes within the internal and external environment of the individual with these alterations.
8. Correlate diagnostic tests with the identified alterations.

Upon completion of this course, the learner will provide safe, culturally competent, therapeutic nursing care to individuals

8. Respond to situations with an awareness of the values, attitudes, behaviors and beliefs important to professional nursing
9. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to multiple individuals with alterations in health.
10. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
11. Effectively collaborate with the individual/individuals and members of the interdisciplinary team to provide therapeutic care.
12. Collaboratively manage care of the individual with alterations in health.

Upon completion of this course, the learner will safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals

6. Practice safely and ethically within the health care system according to the nursing practice act, healthcare policy and National Patient Safety Goals.
7. Employ Information technology to support clinical decision making.
8. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
9. Advocate, protect and support the individual's rights and interests.
10. Accept accountability for behavior, actions and judgments

ACCESSIBILITY:

BTC and your instructor are committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you have difficulty reading, hearing or seeing content, or any other difficulties that might negatively impact your potential to succeed in this course, you may be eligible to receive help from our Accessibility Resources Office. If you feel you may benefit from an accommodation, contact Accessibility Resources ideally at the start of the quarter. (You may contact them at any time during the quarter.) This office is located in the Admissions and Student Resource Center, Room 106. Call 360-752-8450 or email ar@btc.edu. If you qualify for academic accommodations, the Accessibility Resources Office will forward a letter of accommodation to your instructor, who will, with you, work out the details of any accommodations needed for this course.

COURSE OUTLINE:

See course grids

METHODS OF INSTRUCTION:

See Nursing Program Student Handbook

STUDENT ASSIGNMENTS/REQUIREMENTS:

Theory Exams	75%
Dosage Calculation Exam	5%
Evidence Based Practice	10%
ATI Assignments	5%
Professionalism:	
Attendance	2%
Collaborative Exams	2%
Shared Governance	1%
Clinical –as assigned	P/F

EVALUATION AND GRADING STANDARDS:

Associate Degree Nursing Students are assessed and graded throughout the program to ensure cognitive, affective, and psychomotor skill development. Students must receive a minimum of 80% (B-) in all courses to progress to the next course.

GRADING CRITERIA FOR THEORY:

Course grades are weighted 20% assignments and 80% exams (5% math, 75% theory).

Theory Exam (75% of grade) scores must have a combined average of 80% or greater. Scoring below 80% on an individual theory exam requires content remediation. The student is responsible for meeting with the instructor to create a remediation plan. Students who do not achieve 80% average on exams will not receive a passing grade in the course, regardless of the cumulative course grade and will not be able to progress in the program sequence.

Dosage Calculation Exam (5% of grade) must be passed with 100%. The dosage calculation exams may be retaken twice to reach this goal. Each course will have one dosage calculation assessment that will contain 10 questions and will be administered online using Canvas. A simple calculator will be provided by the proctor, students cannot use cellphones or personal calculators. If a dosage calculation exam is retaken, the score entered in the gradebook will be 80%. If a score of 100% is not reached on the second retake, this is unsatisfactory progress and the student will not be allowed to progress in the program.

Exams will be administered by computer in the nursing computer lab. No cell phones or other devices that record or send a signal are allowed in the testing area. A non-medical dictionary will be available for student reference in the testing area in the first year only. Collaborative exams may be administered in this program. If a student is absent the day of the exam no collaborative exam will occur.

Students are expected to complete all examinations on the assigned day; in the event of illness students will be required to complete a test on the first available date following an absence. On the first occurrence of a missed exam no percentage will be deducted, a 10 percent deduction will be taken for all successive occurrences. A test not taken at an agreed time will be considered as "no pass", with a score of "0" in the grade book.

Efforts will be made to create a quiet testing environment in the computer lab, if accommodations are required please refer to the section above on Accessibility Resources.

Cheating on tests is grounds for dismissal from the program (See Code of Conduct, BTC Student Handbook). Additional details can be found in the Exam Guidelines policy outlined in the Nursing Program Student Handbook.

Evidence Based Practice Assignments (10% of grade) are assigned every quarter to allow students to collect, interpret, examine and prioritize information from a variety of peer-reviewed, scholarly sources. This process will prepare the student to coordinate and provide safe, evidence based, collaborative nursing care. Grading combines both complete/incomplete elements and point based grading. **_Any elements_** turned in late will result in a 10% reduction in final grade. Any missing elements will result in a final grade of 0. A detailed project outline, including directions for APA formatting is provided on the course website.

ATI Assignments (5% of grade) ATI Tutorials and Practice and Proctored Assessments are assigned by course instructor. ATI (Assessment Technologies Institute) is an online resource for students to use to supplement the theory and lab course content and to help students prepare for the NCLEX. ATI grading is based on the grading rubric below. All ATI points will be imputed in the gradebook one time at the end of the quarter and will be recorded only after student submits a printed copy of their ATI Transcript with all ATI assignments recorded and highlighted. BTC nursing program has set a benchmark for ATI Proctored Assessments of Level 2 or higher as this score indicates adequate content knowledge.

*See ATI Content Mastery Series Grading Rubric at the end of this document

Professionalism is defined by the BTC Nursing Program as participating within the nursing profession by seeking opportunities for continued learning, self-development, and management skills. Grading for professionalism includes attendance, collaborative exams, and shared governance.

Attendance (2% of grade) is graded in Canvas as an assignment worth 100 points. Attendance is expressed in the Canvas gradebook as a percentage of class periods attended and class periods missed. A tardy is worth is worth 80% of a presence. For example, a student with one presence and one tardy will have an average attendance score of 90% in a nursing course that has 22 days.

Collaborative Exams (2% of grade) allows students to: develop positive interpersonal relationships with other students, promote fellow student learning, do one's fair share of the work, use appropriate small-group process skills, improve test taking skills, and active evaluation of the effectiveness of the group. In addition, group activity enhances learning and critical thinking skills such as analysis, explanation, inference, and interpretation. For each collaborative exam the student can earn up to two points as follows: 80-89% 1 point, 90-100% 2 points for a maximum total of eight (8) possible points per course.

Shared Governance (1% of grade) is participation in a dynamic staff/leader partnership that promotes collaboration, shared decision making and accountability for improving quality of care, safety and enhancing work life. Nursing students participate in shared governance through active participation in organizations such as the Student Nurse Organization (SNO) and the Associated Student Body of Bellingham Technical College (ASBTC).

GRADING CRITERIA FOR CLINICAL/LAB:

Clinical grading will be pass/fail based on performance rubrics. Minimum criteria for a grade of complete in a clinical course is an overall grade of 80% or higher in each category: clinical assignments, attendance and performance.

STUDENT ASSIGNMENTS/REQUIREMENTS:

Clinical Performance:

      Reflective Journals & Clinical Self Evaluation   50%

Lab Skills Evaluations	10%
Clinical Assignments	30%
Attendance	10%

Clinical research assignments will be required prior to caring for clients in a clinical setting. Written assignments will be handed in after each clinical week. Late clinical assignments may result in an incomplete grade for the clinical course and prevent progression in the nursing program. When a student's behavior or behaviors pose a threat to patient safety, that student may be subject to a failing grade in the clinical nursing course (See criteria for unsafe clinical practice in nursing program handbook.)

REQUIRED STUDENT SUPPLIES & MATERIALS:

See Nursing Program Student Handbook

SUPPLEMENTAL INSTRUCTION:

Supplemental Instruction (SI) is a nationally recognized academic support program. The SI leader attends class/skills lab with the students, takes notes, and asks clarifying questions so they know the instructors expectations in the skills lab, on papers, and tests. Outside of class/skills lab time, additional SI sessions are regularly scheduled, informal review sessions that involve collaborative learning activities through which students can clarify course concepts and practice the types of study strategies that will help them truly master the information and lab skills required to succeed in the course. Generally, in the Associate Degree Nursing program (6 quarters) the SI focus is on 1st and 4th quarter students. However, the sessions held outside of class/skills lab are open to all nursing students.

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism constitutes the use of another person's work without proper acknowledgment of that work and will not be tolerated. Plagiarism, cheating, providing false information, or any other form of academic dishonesty is taken very seriously and may result in failure of the course and/or expulsion from the nursing program. Please see the BTC Student Code of Conduct and Current Catalog for more information on school policies.

Quarter 6

DEPT/COURSE #: NURS 230, NURS 235

CREDITS: NURS 230= 6 credits, Lecture Hours: 66   NURS 235= 4 credits, Clinical Lab Hours: 132

COURSE TITLE: Professional Nursing Concepts

PREREQUISITES: NURS 220/225

COURSE DESCRIPTION:

This course is designed to assimilate the concepts within the three domains of individual, nursing and healthcare Emphasis is placed on oxygenation, tissue integrity, clinical decision making, health policy, health care systems, legal issues, evidenced based practice and mastering previously learned concepts. These concepts are applied through on-campus theory, skills/simulation labs and off-campus clinical experiences. The opportunity to be mentored in professional nursing practice is provided through preceptor-guided experiences in a variety of community based and inpatient regional facilities as assigned. The Nursing Lab course prepares Nursing students to utilize the nursing process in implementing nursing skills and nursing technologies when caring for clients across the life span and representing a wide variety of health care concerns. Students will develop skills through discussion, observation, and practice in the laboratory setting. Nursing theory, lab and clinical courses are concurrent and both must be passed to progress in the program sequence.

COURSE OUTCOME:

Upon completion, students will be able to provide safe nursing care incorporating the concepts identified in this course

COURSE OUTCOME ASSESSMENT:

- Course outcomes will be achieved by successful mastery of all objectives listed below.
- Demonstrates mastery of clinical skills and the application of critical thinking in simulation and actual patient care environments.

STUDENT PERFORMANCE OBJECTIVES (Course competencies):

Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals with complex alterations in health.

1. Coordinate holistic, safe and ethical nursing care according to the nursing practice act, healthcare policy, and National Patient Safety Goals.

2. Combine principles of emergency preparedness to safely guide the care of individuals in the healthcare system. Formulate evidence-based clinical judgments and management decisions incorporating informatics.

3. Design healthcare by employing mechanisms of quality improvement, appropriate allocation of resources, and current technologies within the healthcare system.

4. Produce collaborative care through professional communication with the interdisciplinary healthcare team, to advocate for positive individual and organizational outcomes.

5. Integrate self-care by extending the notion of caring to interactions with self, peers and co-workers.

ACCESSIBILITY:

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COURSE OUTLINE:

See course grid

METHODS OF INSTRUCTION:

See Nursing Program Student Handbook

STUDENT ASSIGNMENTS/REQUIREMENTS:

Theory Exams	75%
Dosage Calculation Exam	5%
Evidence Based Practice	10%
ATI Assignments	5%
Professionalism:	
Attendance	2%
Collaborative Exams	2%
Shared Governance	1%
Clinical –as assigned	P/F

EVALUATION AND GRADING STANDARDS:

Associate Degree Nursing Students are assessed and graded throughout the program to ensure cognitive, affective, and psychomotor skill development. Students must receive a minimum of 80% (B-) in all courses to progress to the next course.

GRADING CRITERIA FOR THEORY:

Course grades are weighted 20% assignments and 80% exams (5% math, 75% theory).

Theory Exam (75% of grade) scores must have a combined average of 80% or greater. Scoring below 80% on an individual theory exam requires content remediation. The student is responsible for meeting with the instructor to create a remediation plan. Students who do not achieve 80% average on exams will not receive a passing grade in the course, regardless of the cumulative course grade and will not be able to progress in the program sequence.

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GRADING CRITERIA FOR CLINICAL/LAB:

Clinical grading will be pass/fail based on performance rubrics. Minimum criteria for a grade of complete in a clinical course is an overall grade of 80% or higher in each category: clinical assignments, attendance and performance.

STUDENT ASSIGNMENTS/REQUIREMENTS:

Performance:	60%
Clinical Assignments	30%
Attendance	10%

Clinical research assignments will be required prior to caring for clients in a clinical setting. Written assignments will be handed in after each clinical week. Late clinical assignments may result in an incomplete grade for the clinical course and prevent progression in the nursing program. When a student's behavior or behaviors pose a threat to patient safety, that student may be subject to a failing grade in the clinical nursing course (See criteria for unsafe clinical practice in nursing program handbook.)

REQUIRED STUDENT SUPPLIES & MATERIALS:

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*ATI Content Mastery Series Grading Rubric:

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Practice Assessment

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<tr><td colspan="4" align="center">**4 pts.**</td></tr>
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Complete Practice Assessment A
Remediation:
• Minimum one hour Focused Review
• For each topic missed, complete an active learning template and/or identify three critical points to remember.
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<td colspan="2">

Complete Practice Assessment B
Remediation:
• Minimum one hour Focused Review
• For each topic missed, complete an active learning template and/or identify three critical points to remember.
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Standardized Proctored Assessment

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<tr>
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4 pts.</td>
<td align="center">**Level 2**

3 pts.</td>
<td align="center">**Level 1**

1 pt.</td>
<td align="center">**Below Level 1**

0 pts.</td>
</tr>
<tr>
<td align="center">*Remediation:*
• Minimum one hour Focused Review
• For each topic missed, complete an active learning template and/or identify three critical points to remember.</td>
<td align="center">*Remediation:*
• Minimum two hour Focused Review
• For each topic missed, complete an active learning template and/or identify three critical points to remember.</td>
<td align="center">*Remediation:*
• Minimum three hour Focused Review
• For each topic missed, complete an active learning template and/or identify three critical points to remember</td>
<td align="center">*Remediation:*
• Minimum four hour Focused Review
• For each topic missed, complete an active learning template and/or identify three critical points to remember</td>
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