COURSE TITLE: Nursing Review I
COURSE NUMBER: NUR 2960 Online

COURSE DESCRIPTION (with prerequisites):
This is a review course to assist the student in retaining nursing skills attained during the nursing program. The roles of the nurse as provider of care, communicator, teacher, manager, and member of the profession are reviewed.

Prerequisites:
Students must have successfully completed all courses required for Senior standing in the Associate Degree Nursing program but failed to achieve the benchmark level score on the HESI Exit Exam after three consecutive attempts (E1-E3). Students must also be eligible for readmission into the nursing program. 2 semester hours credit.

NAME(S) OF INSTRUCTORS:
Amber Bruner, RN MSN
850-718-2323
brunera@chipola.edu

EFFECTIVE ACADEMIC YEAR:
2014-2015

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
This course has been linked to Evolve’s Elsevier Adaptive Quizzing for the NCLEX-RN exam. Evolve’s Elsevier Adapative Quizzing will be purchased through the Evolve website and HESI EXIT exam will need to be purchased through the Evolve student paysite. Instructions on purchasing to follow in instructors first day handout.

Recommended Textbooks:

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
This course does not utilize letter grades.
PASS/FAIL

PLEASE NOTE THAT the student is required to achieve the benchmark score on the examination.
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website.
See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**TUTORING RESOURCES:**
Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the **Academic Center for Excellence (ACE) Lab**, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on in order to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**
Professional standards that guide the student learning outcomes include the following sources: Healthy People 2020, National Patient Safety Goals, and NLN standards.

N1. Demonstrate knowledge of common, well-defined health needs with predictable outcomes and prioritize and perform therapeutic interventions using current nursing care standards.

N2. Apply foundational knowledge of the nursing process on providing advanced nursing care for clients throughout the life span.

N3. Apply therapeutic communication techniques in providing advanced nursing care for clients throughout the life span.
N4. Utilize critical thinking skills in providing collaborative care for clients with selected health alterations.

N5. Identify culturally diverse populations and formulate and care to reflect diversity throughout the life span.

N6. Demonstrate use of relevant technology for client care and documentation.

N7. Synthesize the use of safe, legal, ethical and professional practices to meet the needs of individuals throughout the life span.

Professional Standards

Healthy People 2020
National Patient Safety Goals
NLN Standards

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<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR NUR 2960</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
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<td>1. Develop an understanding of the content and framework of the NCLEX-RN exam.</td>
<td>N1-N7 for all</td>
<td>T, pre/post, UT, Q, CF, CS</td>
<td>Portfolio for all</td>
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<td>2. Utilize all of the phases of the Nursing Process while preparing for the NCLEX-RN exam.</td>
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<td>T, pre/post, UT, Q, CF, CS</td>
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<td>3. Identify clients, individuals, families, and communities needs for a safe effective care environment, physiological and psychosocial integrity, and health promotion/maintenance.</td>
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<td>T, pre/post, UT, Q, CF, CS</td>
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<td>4. Demonstrate skills to decrease test anxiety.</td>
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<td>T, pre/post, UT, Q, CF, CS</td>
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<td>5. Demonstrate the skill of completing a computerized test within the allotted time frame assigned by the instructor.</td>
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<td>T, pre/post, UT, Q, CF, CS</td>
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<td>Assessment Codes</td>
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<tr>
<td>T = Tests</td>
<td>RPT = Report/Presentation</td>
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<td>Pre/Post = Pre- and Post-Tests</td>
<td>SP = Skills Performance</td>
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<td>OT = Objective Tests</td>
<td>SD = Skills Demonstration</td>
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<td>W = Writing Assignments</td>
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<td>E = Essays</td>
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<td>DE = Documented Essays</td>
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<td>CF = Cumulative Final</td>
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<td>EX = Departmental Exam</td>
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<td>SE = Nat'l or State Standardized Exam</td>
<td>R = Recital</td>
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**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

Modules, selected readings (remediation packets) handouts, and/or computer lab.

**ASSIGNMENT AND/OR COURSE OUTLINE**

A. Develop an understanding of the content and framework of the NCLEX-RN exam:
   1. Demonstrate skill in testing for maternity nursing content.
   2. Demonstrate skill in testing for pediatric nursing content.
   3. Demonstrate skill in testing for medical-surgical nursing content.
   4. Demonstrate skill in testing for gerontological nursing content.
   5. Demonstrate skill in testing for psychiatric nursing content.

B. Utilize the phases of the Nursing Process while preparing for the NCLEX-RN exam:
   1. Explore the nursing process phase of assessment, as applied to the NCLEX-RN.
   2. Explore the nursing process phase of nursing diagnosis, as applied to the NCLEX-RN.
   3. Explore the nursing process phase of goal setting, as applied to the NCLEX-RN.
   4. Explore the nursing process phase of interventions, as applied to the NCLEX-RN.
   5. Explore the nursing process phase of evaluation, as applied to the NCLEX-RN.

C. Identify client’s needs for individuals, families, communities:
   1. Develop an understanding of a safe, effective care environment.
   2. Develop an understanding of physiological integrity.
   3. Develop an understanding of psychosocial integrity.
   4. Develop an understanding of health promotion/maintenance.

D. Effectively demonstrate skills to decrease test anxiety.
   1. Learn to create an effective study environment.
   2. Explore effective study skills in preparing for the exam.

E. Effectively demonstrate the skill of completing a computerized test within the allotted time frame assigned by the instructor.

See your Instructor First Day Handout for individual instructor assignment schedule.