REINHARDT UNIVERSITY SCHOOL OF NURSING
NUR 403 Nursing Care of the Adult with High Acuity Needs
Spring 2024

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Course Description
This course explores the pathophysiological aspects of adults with acute or chronic health
conditions. Application of theory to the nursing process, understanding of pharmacology, medical therapeutic
interventions, and utilization of the holistic approach in the care of this population is studied. This course also
addresses the pathophysiological stages of aging. The normal aging process, health promotion strategies,
common disease processes, treatment regimes, and end of life issues are studied regarding this population. As a
continuation of NUR 401, this course also emphasizes nursing care associated with complex health
alterations. The clinical focus is placed on assimilation and application of knowledge for care of the adult with
complex and multiple physiological and psychosocial needs in a highly technical health care environment. The
impact of life-threatening illnesses and injuries on individuals, families, groups, and communities is explored as
the student designs holistic and culturally competent care during times of death, dying, and
bereavement. Lecture and clinical instruction are included in this course.

Credit Hours
6 credit hours
Over 15 weeks, students will spend 150 minutes per week in lectures, class discussions, and examinations
(37.5-45 hours for the semester). Instructional time includes a 3-hour final exam. Out of class work includes
homework and preparation for exams and quizzes and is estimated at around 450 minutes per week.

Over 15 weeks, students will spend a variable amount of time in the clinical setting per week for a total of 120
hours in the 15 weeks. For the weeks that the student is in the clinical setting, the student will spend 450-600
minutes per week in preparation for patient care and assignment activities.

Course Schedule
Class meets each Wednesday from 1200 until 1500

Clinical Schedule

Clinical experiences will be on campus in lab, in simulation, and at multiple clinical sites in the community. The student will be assigned nursing units during the semester and will receive direction for the clinical experience prior to the experience.

Pre and Co-requisites
Pre-requisites: NUR 301, 302, 303, 305, 307, 304, 308, 401, 402
Co-requisites: 304, 308, 401, 402

Course Textbooks and Resources
Required:

Hoffman, J. & Sullivan, N. (2020). *Medical Surgical Nursing: Making Connections to Practice*. Philadelphia, PA: F.A. Davis.

Resources
Information technology requirements can be found at: http://www.reinhardt.edu/it/. A PC or MAC laptop that has wireless connectivity and is in good working condition is required for class and for testing. Additional software requirements for this course include Microsoft Office (Word, PowerPoint), Acrobat Reader and Adobe Media Player or another computer media player capable of accessing the course videos.

Clinical Equipment:
EKG calipers, pen light, stethoscope, scissors, black pens for clinical.

Relationship between Course and Program Outcomes
Course outcomes, stated below, help the student achieve the outcomes of the BSN Program at Reinhardt University. Each course outcome is followed by numbers in parentheses to represent the program outcomes and student outcomes (listed as domains) to be met. Each course outcome is followed by Roman numerals in brackets to represent *The Essentials of Baccalaureate Education for Professional Nursing Practice* guidelines to be met (American Association of Colleges of Nursing [AACN], 2021).

Course Outcomes
Upon completion of this course, the learner will be able to:
1. Apply the concepts of the nursing process to the delivery of nursing care for adults and geriatric individuals experiencing health conditions. (1,2, Domain I, Domain II, Domain III, Domain IV, I, II, II, IV, V, VI, VII, VIII, IX).
2. Describe the relationship of the physical, developmental, economical, socio-cultural, psychological, and spiritual components of the adult and geriatric individual. (1,2, Domain I, Domain II, Domain III, Domain IV, I VIII, IX)
3. Examine the function of the professional nurse in diverse settings clinical settings. (2, Domain II, IX)
4. Apply the concepts of caring, critical thinking, clinical reasoning and clinical decision-making in the care of the acutely ill adult and geriatric individual. (2, Domain II, IX,)
5. Demonstrate knowledge of the nursing process and nursing clinical management of the adult and geriatric individual with acute health problems along the continuum of care, incorporating best practice, evidence and research into the nursing plan of care. (1,2,3,4, Domain I, Domain II, Domain II, Domain IV, I,II,III, IV,V,VI, VII, VIII, IX)

Program Goals of the Baccalaureate Program

1. Provide baccalaureate nursing education within a liberal arts framework with a focus on the art and science of nursing recognizing the need to address all human needs biologically, psychologically, socially/culturally, and spiritually as entry into practice and the basis for pursuing graduate education.
2. Graduate prepared BSN students who meet criteria for licensure and are able to enter practice and function as a generalist novice nurse.
3. Prepare graduates to be flexible and have the ability to adapt in the ever-changing healthcare landscape.
4. Prepare graduates to be leaders that can impact patient care, the healthcare environment, and the communities they serve.

Student Outcomes of the Baccalaureate Program
Reinhardt school of nursing BSN graduates will demonstrate the following characteristics and behaviors:
Domain I Communication
- Demonstrate caring therapeutic communication and collaboration grounded in theory and techniques to be utilized across the disciplines, with individuals, families, and communities including the use of verbal, written, informatics and technology.

Domain II Critical Thinking and Inquiry
- Infuse research, evidenced based information, safe quality therapeutic interventions throughout the process utilized for nursing practice – the nursing process.
- Utilize both critical thinking and clinical reasoning to determine prevention, treatment, education, and follow-up in caring for individuals and the community in the role of the professional nurse.
- Apply legal, organizational, management, leadership principles and techniques in the daily care of the individual in nursing practice.
- Demonstrate knowledge of quality improvement principles, state and federal regulatory agencies, accreditation agencies, economics, healthcare policy and reform.

Domain III Society and Culture
- Understand the role of the professional nurse in respecting culturally diverse populations and providing holistic care to these individuals
- Demonstration of theory and practice advocacy for vulnerable individuals, communities and populations
- Understand the legal and ethical rights to self-determination in regard to health.

Domain IV Values and Ethics
- Demonstrate self-assessment, accountability, responsibility for self in preparation for the role of the professional nurse.
- Understand legal responsibility for actions and inaction in the role of the professional nurse.
- Demonstrate ethical principles, reasoning, and problem solving in the role of the professional nurse. Self-Assess and evaluate growth personally, spiritually, and as a nursing professional based on moral and ethical principles, Christian principles of faith, and nursing principles.

The Essentials: Core Competencies for Professional Nursing Education
Domain 1: Knowledge for Nursing Practice
Domain 2: Person-Centered Care
Domain 3: Population Health
Domain 4: Scholarship for the Nursing Discipline
Domain 5: Quality and Safety
Domain 6: Interprofessional Partnerships
Domain 7: Systems-Based Practice
Domain 8: Informatics and Healthcare Technologies

Domain 9: Professionalism
Domain 10: Personal, Professional, and Leadership Development (AACN, 2021)

Methods of Instruction

This is a web enhanced course in which the instructor facilitates learning through classroom instruction, weekly assignments, classroom demonstrations, discussion, use of student text resources, and/or independent study. Expected assignments will be provided for each content module. Students are expected to access Canvas at least once each day during the course.

Required Course Evaluations

Evaluation of the course is required by the Reinhardt University School of Nursing (RUSON). These evaluations are implemented through an electronic format. Evaluation of the course, clinical site, and clinical faculty are useful (1) to implement quality improvement within the course, processes and policies; (2) to provide evidence required by our accrediting agencies and the State Board of Nursing. It is the student's obligation to provide professional, objective, helpful feedback useful for the purposes outlined, and conversely it is the RUSON's obligation to provide nursing knowledge and content at the appropriate level for the preparation of the generalist professional nurse, which includes NCLEX-RN preparation. It is the School of Nursing policy that final grades in the course cannot be posted by faculty to the registrar until the course evaluation has been completed by the student. For anyone who does not complete the course evaluation on time, a grade of Incomplete will be sent to the registrar. Faculty do not receive information from these course evaluations until after all grades have been posted to the registrar. Information from the evaluations for faculty perusal are sent in summary form. Students are not identified in any way on these faculty summaries. The program coordinator of Nursing provides faculty with a list of students not completing the course evaluations so that grades can be held.

Professionalism Policy

Professional behavior is expected in this course. Students are encouraged to review the Professionalism Policy and Rubric contained in the Student Handbook.

Attendance and Classroom Participation

It is expected that the student will demonstrate professional behavior by being present, prompt, awake, alert, prepared, as well as participate in each class, lab, simulation, or clinical experience.

Dress code

Students are expected to present themselves in a professional manner for all classes and activities. Dresses, skirts, and shorts must be an appropriate length. Students may not wear pajamas, tank tops, or shirts that reveal the abdomen to class.

Tardiness

Tardiness or early exit is disruptive to the class and not conducive to the learning environment. Late students may be required to wait to enter the classroom until a class break to avoid disruptions. Late students will not be admitted to class during an exam and the rules for absence will apply. If the student is tardy or absent, the student is responsible for any missed content and assignments. Any absence may require additional work to validate the student's understanding of the missed content.The faculty will counsel any student whenever classroom or clinical absences are affecting the grade. The program coordinator and the Dean of the RUCSONHS will be notified in writing by faculty of this situation.

Absence

RUCSONHS has approved three types of excused absences. These include:

1) University excused absence as approved by the Vice President of Academic Affairs,
2) An illness that requires visitation to a health care facility (a note documenting your visit is required from the healthcare provider).
3) Documented death of a family member.

All other absences will be considered unexcused unless prior arrangements are made and approved by the course coordinator/faculty. Because didactic/clinical contact hours must be met in nursing content to pass a course, participation in institutional activities must be arranged so they do not occur simultaneously with class, clinical, lab, or simulation activities.

Due to the rigor of nursing curriculum and the standard expectation of professional conduct, students are expected to make a concerted effort to attend every class meeting. Students who are absent from one class (whether excused or unexcused) will be required to meet with the program coordinator/faculty member. Students who are absent from more than one class will be required to meet with the program coordinator/faculty to outline an attendance plan for remaining classes and to determine if successful completion of the course is possible.

All absences, whether excused or unexcused, require that the student make up missed activities and/or assignments (if permitted to do so). The student is responsible for contacting the instructor prior to or after an absence to obtain the assignment for content information missed. The faculty will counsel the student whenever classroom absences affect the student's attainment of course outcomes.

Exceptions, if made, will be made at the discretion of the course faculty, clinical faculty, program coordinator and Dean. All communication and notification of absences/tardies to class, lab, simulation, or clinical must be made either by email or RU office phone to the course instructor, clinical faculty, or preceptor as applicable. Please see syllabus for designated email addresses. Texting is not permitted unless prior permission has been granted by the faculty. For example, a clinical instructor may give her clinical group permission to text to notify of a problem before clinical. Some clinical courses may require non-typical hours such as evening and/or weekend time slots. Participation is expected and required.

Conversations During Class
In order to provide the most optimal learning environment in the classroom, conversations during lecture should be kept to a minimum. When the private conversation becomes disruptive to the class or to the lecturing faculty, the participants will be instructed to leave the room. If a student is asked to leave more than once, that person will be sent to the program coordinator or dean for disciplinary action.

Electronic Devices
Reinhardt University strives to provide a positive learning experience for all students. Cell phones, IPads, computers and other electronic devices can disrupt classes and quiet places of study. We ask your cooperation in doing the following:
- Turn off your cell phones, IPads, etc. in the classroom, clinical, lab and simulation.
- Computers should be used only for classroom learning (i.e. viewing PowerPoint, note taking)
- If you are suspected of texting or any other activity NOT associated with classroom learning during class/lab, you will be asked to leave the classroom/lab and be counted as absent for the day.
- Electronic devices for research (looking up medications or disease processes) in the clinical setting will only be allowed as clinical affiliation agreements dictate. The clinical instructor will provide guidance on this based on specific clinical site expectations.
- Utilizing a personal phone in a patient's room or patient care area is prohibited. If you are suspected of utilizing your phone for personal matters, playing games, using social media, texting (other than what

has been approved by your clinical instructor) you will be asked to leave the clinical area and be counted as absent for the day.

- Taking pictures in the clinical setting is prohibited. Patient confidentiality and HIPAA laws and regulations prohibit this practice. Unknowingly, items that may be in the background of group student pictures and selfies that are violations of confidentiality and the law. Violation of the patient's confidentiality and the HIPAA law will result in disciplinary action.
- Cell phones will not be utilized during examinations and will be collected or placed at the front of the room for an exam.

Video and Audio Recording

To assist students in notetaking and mastery of content, recording of lectures may be permitted. Because the lecture is the intellectual property of the professor, the student must ask the professor for permission before recording the lecture content of the course. The professor has the option to not allow recording of the course. If allowed, these recordings may only be used to assist the individual student in the course. Publishing, distributing to current or future students, or using classroom recordings in violation of these restrictions is a violation of the student code of conduct and may be a violation of federal copyright laws.

To secure the testing environment, exams may be recorded by the RUSON. Laboratory clinical check offs on the premises of RUSON and simulation activities may be recorded.

Math Proficiency Exam

Math Proficiency Exam

Each student must score 100% on a dosage calculation proficiency examination prior to the start of the clinical rotation. The test grade is not computed into the course grade. The test will be given at the beginning of the semester. Two re-tests will be given outside of class time. Three unsuccessful attempts at the test will result in course failure

ATI Testing

As a component of this course, students will complete 2 ATI practice exams and a proctored standardized mastery exam. Each ATI practice exam and the mastery exam will receive a separate grade. These exams and the remediation associated with each exam will be calculated as 10% of the course grade. Students must meet the minimal standard of **Proficiency Level 2** or above on the Mastery Exam. Any student who scores less than a Proficiency Level 2 will then be required to repeat the mastery exam as scheduled by the course coordinator/faculty. The practice exams and the ATI Mastery exam will include customized remediation for each student. Practice exams will be open to students for a maximum of 24 hours. Following each practice and proctored exam, the course faculty will provide a customized remediation plan for each student within 72 hours of exam completion. The student will then have 72 hours to complete the remediation. For Practice exams A and B and the mastery exam 5 points will be deducted for each day the remediation is late, resulting in a 0 after 7 days. The student will receive an incomplete (I) course grade until the remediation for the mastery exam is complete.

Grading for Practice Exams A and B
- Completion of Practice Exam A and remediation-   100/A
- Completion of Practice Exam B and remediation-   100/A

Grading ATI Mastery Exam
- Level 2 or 3 with completed remediation-   100/A
- Level 1 with completed remediation-   83/B
- Level 0 with completed remediation-   75/C
- Students who retake the ATI Mastery exam and receive a level 2 or 3 on the retake exam will receive an additional 10 points.

Remediation Assignments for Practice and Content Mastery Exams:
- All students must complete the Focused Review Quiz in ATI
- Students will complete Active Learning Templates for Topics selected by the faculty. The number of active learning templates assigned will depend on the proficiency level achieved by the student.

Level Achieved	Practice Exams A and B	Content Mastery Exam
Level 3	Focused Review Quiz	No remediation necessary
Level 2	4 Active Learning Templates and Focused Review Quiz	4 Active Learning Templates and Focused Review Quiz
Level 1	6 Active Learning Templates and Focused Review Quiz	6 Active Learning Templates and Focused Review Quiz
<Level 1	12 Active Learning Templates and Focused Review Quiz	12 Active Learning Templates and Focused Review Quiz

Course Assignments
Students are expected to perform individually. Individual students may transcribe notes for their own learning; it is not permissible to sell or otherwise distribute these notes. The distribution of any class materials is strictly prohibited.

Assigned Readings/Preparation
Students are expected to complete all assigned readings and homework assignments prior to coming to class, clinical, or lab. The student will be responsible for the didactic content discussed in the classroom. Clinical hours will be made up at the discretion of the course coordinator.

Online Activities
Students will need to be proficient in using computer and internet applications to access and complete course requirements. The faculty is not responsible for teaching the student basic computing skills and navigation of Learning Management system. The student is expected to log in to the Canvas course daily. It is important to look for any announcements and to monitor/participate in discussions as assigned. Eastern Standard Time in the United States is the required time zone for all course submissions.

Submission of Course Work and Late Submissions
1. Each assignment provides specific details on how it is to be submitted, whether via the assignment drop box feature, discussion board, in person, group, or individual delivery to office or email. Assignments not submitted as directed will not receive credit.
2. Five points per day (including weekends) will be subtracted from a grade for any late assignment, discussion, or any course activity, whether online, in-class, or clinical. Assignments not submitted within seven days (including weekends) of due date will receive a zero (0).
3. Naming convention for all coursework submitted using Canvas
   - Save document with Course ID followed by a period, then the name of the assignment followed by a period, then your Last name and first initial.
   - Example: NUR312.syllabus.DoeJ

Evaluation and Grading

The work of the individual student will be evaluated according to the student learning outcomes and grading criteria associated with each assignment. Assignments must be on time, correct, complete, and pertinent. Grammar, spelling, writing style, and form are a part of the grade on each assignment. For courses that have a clinical component, both the classroom and clinical experience must be successfully passed.

Reinhardt School of Nursing Grading Scale	
92.5 – 100	A
82.5-92.4	B
74.5-82.4	C
64.5-74.4	D
Below 64.4	F

A final letter grade of "C" is required in all nursing courses.

Grade Allocation

Item	Percentage of Grade
Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
ATI	10%
Comprehensive Final Exam	20%
Ethical Panel Discussion	5%

Examination Policy / Procedure

The concepts and content of the nursing curriculum reflect the areas in which proficiency is necessary for meeting program goals, student learning outcomes and success on the NCLEX-RN licensing exam. It is the policy of Reinhardt University School of Nursing that all final exams will be comprehensive or contain a comprehensive component, where appropriate.

The student must have a weighted average of 75% on all exams (quizzes, sectional exams and final exam) in order to successfully complete the course. Papers, projects, discussions, etc. may not be used to pass the course. Exam grades will be averaged first and then the other grades are added provided the student has at least a 75% exam average*. If a student does not have ≥75% weighted average on all tests (quizzes, sectional exams, and final exam), the student fails the course regardless of other points earned in the course.*

Students will be randomly assigned seats for testing and should arrange themselves with ample space between them and the next person. Students must bring a privacy screen for every exam. Failure to provide a privacy screen may result in an unexcused absence for the exam. Students must be seated and ready to start the exam at the scheduled time. Late students will not be admitted to class during an exam and the rules for absence will apply. Backpacks, purses, cell phones, additional pens and pencils, hats, jackets, and books will be placed in a designated area of the classroom prior to taking each exam. Eating is not allowed during the exam. Pencils and paper will be provided, if necessary. Testing may be performed on the student's laptop computer, or an established PC in the computer lab. With the exception of NUR 302 and the pre-clinical dosage calculation exams, students may not use separate calculators. There is a calculator available on the electronic testing

platform. Testing is never permitted on a tablet or cell phone. While testing, the proctoring instructor will not address questions. If scratch paper is allowed, the student will place their name on it and submit it to the faculty before leaving the room.

Allowing access to your answers or attempting to gain access to another's answers is cheating. Cheating will result in disciplinary action, which may include a failing grade and/or dismissal from the school of nursing.

During electronic format exams, both written and verbal instructions will be provided to students. Exam timing may be preset in the testing system and students are to note and adhere to the allotted time. When exam time expires, further submission of answers is not allowed and unanswered questions will not receive credit. Attempting to access the exam outside the proctored classroom environment is considered academic misconduct and may result in dismissal from the school of nursing.

Distribution of testing materials is prohibited and may result in dismissal from the school of nursing.

After an exam, the instructor will complete a statistical analysis of the test. Grades will not be posted until the analysis is complete. Exam review will be at the discretion of the instructor. Students will not take notes during the review. Final exams are not available for review.

When a student knows he/she will be absent from an exam, he/she must notify the course coordinator/faculty before the exam. The email or phone message time stamp should NOT indicate a time later than the start time of the exam. For any excused or unexcused absences on examination dates, the instructor or professor of the course must be informed of the reason for missing the exam prior to the exam being delivered to the other students. For excused absences, the student is responsible for making arrangements with the instructor or professor of the course. For unexcused absences that have been reported, the weight of the exam will be added to the final exam. Unexcused absences on the final exam will result in 10% deduction to the exam grade. Failure to notify the instructor or professor of the course of your absence prior to the examination time, will result in a "zero" for the exam grade that cannot be made up. If in the judgment of the faculty there are circumstances that warrant allowing the student to make up the exam with the failure to notify the instructor of the absence before the exam, the resulting points will be 90% of the actual points and counted as such. Unannounced quizzes will not be made up because of an absence.

Course Schedule   all dates are tentative and subject to change

Week	Date	Topics	Tests/Major Assignments
1	Jan-08	Review Expectations, "Crash Cart Show & Tell"	Pre-Clinical Med Calc Quiz
2	Jan- 15	NO CLASS MLK DAY	
3	Jan-22	Shock & Sepsis	
4	Jan-29	Respiratory/ARDS/COVID-19	
5	Feb-05	Cancer	EXAM 1
6	Feb-12	Peripheral Nervous, Critically Ill Pts. With Neuro Problems, Brain/Spinal Cord	
7	Feb-19	Renal/Urinary	ATI Practice A
8	Feb-26	Hearing/Vision (independent assignment)	EXAM 2

9	Mar-04	NO SCHOOL SPRING BREAK	
10	Mar-11	Burns/Emergency/Trauma	
11	Mar-18	Hepatic/Biliary, GI tract	ATI Practice B
12	Mar-25	Hematological Disorders	EXAM 3
13	April-01	Pacemakers, Vascular	
14	April-08	Critically Ill Cardiovascular	
15	April-15	EXAM 4	EXAM 4
16	April-22	Ethical Panel Discussions	ATI CONTENT MASTERY EXAM
	Finals Week	April 25-May 1st	Comprehensive Final Exam

CLINICAL

Participation
The student is expected to participate in the clinical portion of this course. Participation includes being punctual, prepared (with the appropriate professional supplies), engaged in learning, teamwork and professionalism. Each student will be evaluated based on these criteria during each clinical experience and assigned a satisfactory or unsatisfactory as part of the clinical grade.

Orientation
The student will participate in computer orientation and/or hospital orientation as the clinical site designates or requires.

Clinical Outcomes
Clinical activities will support the course outcomes. Learning experiences and activities will vary by course. The clinical instructor, in cooperation with the course coordinator will provide guidance for the clinical day based on specific course outcomes as well as unit practices. Specific clinical procedures and expectations are available in Canvas.

Clinical Written Work
Preclinical work – Students may be assigned preclinical work at the discretion of the clinical faculty to help them prepare for their experience.

Patient Worksheet - Demographics, medical diagnosis, physician orders, results of lab work & diagnostic tests, pathophysiology information, information regarding medications, standard treatment, etc. Information to be obtained from the patient should be assessed during the actual clinical experience.
   a. **Patient assessment -** Students will complete an appropriate assessment of their assigned patient each week.
   b. **Medication sheet -** Students will complete the medication sheet on each medication that their assigned patient is receiving.
   c. **Reflection Journal** - Students will complete a reflection after each clinical shift using the reflective journal template at the end of the patient worksheet.

Clinical evaluation tool (CET) - Students will complete this form at midterm and end of semester. If students attend more than clinical site, a CET is required for clinical site. This form will also be used by the student as a

self-evaluation of performance and by the clinical instructor to evaluate the student's clinical performance. Additional CETs may be required for non-progressing performance.

Written work is graded satisfactory ("S") or unsatisfactory ("U") by faculty. A pattern of unsatisfactory or non-progressing performance may be referred to the course coordinator and Dean by clinical faculty. Continued unsatisfactory work may reflect a lack of knowledge, comprehension, application, and synthesis of clinical information on the student's behalf and may result in failure of the clinical component and thus failure of the course. Students are responsible for maintaining all clinical paperwork and presenting, if requested, for final evaluation by clinical faculty.

Clinical Paperwork

All written clinical paperwork, including the CET, reflections page, and patient worksheet will be due the second day after the clinical at 2359 (i.e. for Monday clinical, the paperwork would be due on Wednesday night at 2359, for Friday clinical, the paperwork would be due Sunday night at 2359.

For an "unsatisfactory" professionalism core indicator, students will receive:

> 1st Unsatisfactory - counseling by clinical faculty
> 2nd Unsatisfactory - counseling by clinical faculty, course coordinator and Dean of Nursing with risk of clinical failure
> 3rd Unsatisfactory - counseling by clinical faculty and course coordinator and Dean of Nursing with risk of clinical failure

Any unsatisfactory rating in professionalism will be taken seriously.

Clinical Attire

• The school-designated uniform consists of **scrub pants and a scrub shirt of the appropriate colors with the school emblem.** A clean white or black long-sleeved shirt may be worn under the scrub top if allowed by the facility. School-designated scrub jacket is optional.
• Hoodies, coats, jackets (except for the school-designated scrub jacket) or sweaters are not permitted.
• Uniform shoes are to be solid black nursing shoes or solid black tennis shoes. Shoes should be clean and must not have open toes or heels. Shoes must be fluid resistant.
• School uniforms must fit properly with pants hem at ankle length. Pants should not touch the floor.
• The only exception to the approved school uniform is for pregnancy. The student must have the maternity uniform approved by the faculty prior to wearing it during clinical experiences.
• If the facility mandates, a school photo ID name badge must be worn on the front of the uniform. The name badge should include the student's full name and title of Student Nurse.
• An ID badge must always be worn during direct or indirect care at the clinical facilities. A student who reports to a clinical activity without a name badge will be sent home and clinical hours missed must be made up.
• White, black, or navy blue non-patterned hose or socks are to be worn with pants uniforms.
• Undergarments are not to be visible through the uniform.
• Hair must be neatly groomed and either short or tied back away from the face, so it does not touch the shoulders. Unnatural hair colors are not permitted (for example: blue, pink, purple). Barrettes and ponytail holders must be plain and inconspicuous. Headbands, if worn, must be solid navy, white, or a color matching the student's hair color.
• Beards and mustaches should be clean, neatly trimmed and should not touch the uniform. Facial hair is prohibited if it interferes with required PPE.

• Fingernails must be clean and well-trimmed, not exceeding past the fingertips. Artificial nails/overlays and nail polish are not allowed.
• No dangling earrings may be worn. Two pairs of small post style earrings are allowed. No other body piercing jewelry (gauges, tongue rings, nose rings, etc.) is allowed. Wedding bands may be worn if permitted by the clinical facility. A medical alert bracelet or necklace may be worn. No other jewelry is allowed.
• Tattoos must be covered unless they are on the hands or wrists. Due to hand hygiene and infection prevention requirements, tattoos on the hands and wrists may not be covered. Visible tattoos must not contain obscene, profane, racial, sexual, ethnic, or otherwise offensive or controversial subject matter. They must not be offensive to others based on any characteristics or attributes of a sensitive or legally protected nature. A tattoo on the hand or wrist may result in the student being unable to complete the clinical rotation
• False eyelashes are not to be worn with the clinical uniform.
• Gum chewing during clinical experience is not permitted.
• The student will not be permitted in the clinical area unless in complete uniform. Clothing must be in good repair, clean, and unwrinkled.
• Simulation is considered clinical time and clinical guidelines must be followed.
• Student requests for modifications to the uniform must be reviewed and approved by the Dean.

Clinical Performance and Evaluation
Clinical evaluation is based on the student's preparedness for clinical/simulation experience as well as performance in the clinical/simulation area. To be considered "prepared for clinical lab in the agency setting", the student will be able to:
a) Discuss the assigned client's medical diagnosis, the pathophysiology involved, anticipated signs and symptoms, and the significance of laboratory and diagnostic test data
b) Discuss the drugs in relationship to the assigned client including classification, desired therapeutic effects, possible side effects and nursing implications
c) Discuss the special diet and why it is used for the assigned client
d) Discuss the independent therapeutic nursing interventions and interdependent/collaborative nursing interventions specific to the clients

Clinical evaluation is an ongoing process by both the student and the instructor that is expressed through the student's CET, informal conversations with the student, and comments on the returned paperwork. Although student self-evaluation on the CET is an important part of the evaluation process, faculty evaluation will override student self-evaluation if there is a discrepancy.

The student is required to perform at a satisfactory level in the clinical/simulation area.
Satisfactory performance is defined as 75% in each behavior included on the Clinical Evaluation Tool (CET).

If a student receives a rating of Needs Improvement (NI) in the same line of the CET more than once, the second NI will be considered an Unsatisfactory (U). To successfully complete the clinical experience, students cannot receive more than one U in any single line of the CET.

If at any time the student demonstrates unsafe practice that may potentially damage the patient mentally, physically, or socially, the student will be immediately removed from the clinical setting. The decision to return to the clinical setting and progress through the curriculum will be made by the Dean in collaboration with the faculty.

Deficiencies in the clinical/simulation experience will be identified by the clinical faculty and documented on the CET. It is the responsibility of the student to obtain an appointment with the clinical faculty to discuss any issues related to the student's performance. The clinical faculty strongly encourages any student that receives an "NI" or "U" to schedule an appointment with the clinical faculty to discuss the concern(s). The failure of the

student to schedule an appointment with the faculty member does not demonstrate a breach of responsibilities on the part of the faculty member. During the scheduled meeting the faculty member will discuss the deficiencies and provide suggestions to enhance the student's clinical performance. These suggestions will be noted on the Guidance Form. It is the student's responsibility to incorporate these recommended changes into clinical practice.

A conference time may be requested by the student or the faculty at any time to discuss clinical performance. A summative evaluation is completed on each student at the end of the semester. Decisions by faculty regarding student competency are based upon written clinical work, the student's preparedness for clinical experience, faculty observations of clinical performance, and student documentation and self-evaluation.

Academic Integrity

The faculty of Reinhardt University BSN Program affirms the highest standards of honesty. Students are expected to follow guidelines in the University Student Handbook, Academic Catalogue, as well as the BSN Program Handbook. Cheating and plagiarism will not be tolerated. All students are expected to adhere to the highest standards of academic integrity, and to abide by the Reinhardt Honor Code:

Reinhardt University is a community of learners committed to the integration of faith and learning in the education of the whole person. As a partnership of students, faculty, and staff, we are dedicated to intellectual inquiry, academic freedom, and moral development. We are devoted to the principles of integrity, honesty, and individual responsibility. Therefore, in all our personal and academic endeavors, we will strive to represent our institution with integrity, purpose, and pride; demonstrate honest behavior and expect honesty from others; and accept responsibility for our own words and actions.

As a student in Reinhardt University school of nursing, I also pledge that all assignments, quizzes, examinations, papers, projects, lab work, simulations will be my own work, I will not participate in academic dishonesty or plagiarize, and all clinical care that I provide to my patients will not be in violation of this pledge. All nursing students are expected to be familiar with the Reinhardt policy on academic dishonesty stated in the University Catalog and in the Student Handbook. Plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) will not be tolerated in this program or on this campus. To avoid such academic dishonesty, you must use a citation (footnote or in text) for all ideas drawn from your reading and research, including research in encyclopedias and online, even when you have restated those ideas in your own words.

Academic misconduct is taken very seriously. It can be represented by such acts as:
- Plagiarism
- Cheating
- Unethical use or sharing of texts and teaching-learning resources including, but not limited to, those purchased by another
- To give or receive information ***before, during or after examinations*** – including previous test information, copying actual exams or quizzes, or possession and use of unauthorized instructor materials (test banks associated with texts utilized in the course)
- To turn in assignments which are the result of another's work (fabrication)
- Acting in a disrespectful manner toward patients, visitors, faculty or clinical faculty
- Falsifying clinical documents
- Falsifying the medical record
- Duplicating and disbursing in any format copyrighted national certification exam questions
- Sharing or discussing information or details regarding simulation scenarios/clinical experiences that represent a HIPAA violation

Academic dishonesty will result in a grade of zero for the particular course assignment or examination and pending review of the Dean, failure of the course and dismissal from Reinhardt University.

Communication

Regular feedback about course concerns from students to faculty is welcomed. Any concerns related to a specific faculty member should first be discussed with the faculty member involved. If the situation remains unresolved, the next approach is to meet with the program coordinator followed by a meeting with the Dean of the School of Nursing.

All professional cultures designate appropriate ways to communicate formally and informally via technology. For the nursing program, formal communication is appropriate through your RU email account. Formal communication is anything directly related to assignments, individual meetings, absences, grades, technical issues with the learning management systems (LMS), etc. Messages should contain clear questions, include any pertinent details, and be specific if a response is needed within a certain time frame. Please note that abbreviations such as BTW, GRB, UR are only appropriate when using media that have a character limit. Informal communication may be appropriate through social media. If you have any concerns about appropriateness of communications, please contact your professor.

RU email is the preferred method of professor/student communication.
When emailing course faculty:
- Email communication should be from RU email accounts only. Faculty will only respond to emails sent from the RU email system.
- Start the subject line of your email with the course number followed by a few words about the substance of the email. (For example: NUR307: Request a private meeting). Emails with a class number and a subject in the subject line are responded to first.
- Sign all email messages with your first and last name. This is appropriate, professional etiquette. Your email address may only show your student number.

To receive a positive professional evaluation, all written communication should be formatted appropriately, written in complete sentences, free of spelling and grammatical errors, and include the required subject line. Emails that are sent from personal accounts (gmail, etc.) or do not have the class number and subject will likely be filtered, and as a result, may not be received by the instructor. Communication should also be in compliance with HIPAA and FERPA regulations.

Discussion/Chat Sessions
- Review the discussion/chat threads thoroughly before entering the discussion/chat session.
- Try to maintain discussion threads by using the "reply" button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other members.
- Be respectful of others' ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with others in completing assigned tasks.
- Be positive and constructive in discussions/chats.
- Respond in a thoughtful and timely manner.
- Do not use sarcasm
- Do not use all capital letters for emphasis. This is interpreted as shouting and is not appropriate etiquette.

Syllabus Modification

This syllabus is to provide guidance. It may be modified by the faculty as necessary. The student is responsible for checking email accounts on a routine basis.

ADA Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the **Academic Support Office (ASO).** ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters. More information is available on the RU website at https://www.reinhardt.edu/academic-resources/academic-support-office/aso-programs-services/.

Library/virtual library
Reinhardt University Library is available to all students enrolled in the BSN Program. Links to library materials such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support may be found on the RU website at https://www.reinhardt.edu/library/about/news/

Academic calendar
Please review the Academic Calendar, found on the university website (https://www.reinhardt.edu/wp-content/uploads/2023/03/2023-24-Reinhardt-University-Academic-Calendar.pdf) for the last date to drop the course or other registration issues.

Counseling services
If you are experiencing difficulty of any type, please understand that the Reinhardt University faculty care about you as an individual. You may speak with any of us at any time. In addition, if you are having personal, familial, or educational, difficulties and would like to speak with a trained counselor, students may schedule a counseling appointment. More information can be found on the RU website at https://www.reinhardt.edu/student-life/student-services-resources/counseling-services/

Assistance with SON technology
Reinhardt University (RU) provides technical assistance through the "Help Desk". Laptops must have wireless connectivity and be in good working condition. In addition, it is the student's responsibility to contact tech support for resources and assistance.

Reinhardt University Student Handbook
Accessible on the RU website: https://www.reinhardt.edu/wp-content/uploads/2022/08/2022-2023-Reinhardt-University-Student-Handbook-Revised-8.1.2022.pdf

Cauble School of Nursing and Health Sciences Handbook
Accessible on the Cauble School of Nursing and Health Sciences website: https://www.reinhardt.edu/wp-content/uploads/2023/07/NursingStudentHandbookFall2023.pdf

Center for Student Success
The Center for Student Success (CSS) is located in Hill Freeman Library Room 313. **CSS offers free peer and faculty tutoring to support Biology courses, Math, Spanish, and writing across the university curriculum,**

as well as other subjects with peer tutors for a variety of subjects depending on current peer tutor staffing such as Chemistry, Accounting, French, and more. This service is free of charge to Reinhardt students. Appointments are preferred and are the best way to connect to the CSS, but there are walk-in hours that vary and are posted each semester. Students may request a tutoring appointment or request an update of current programming, please complete a tutoring request for specific tutors or a general inquiry at https://www.reinhardt.edu/academic-resources/center-for-student-success/, or email css@reinhardt.edu. Students receive an email from the CSS/Pharos that is their record of their meeting with a CSS tutor.

Faculty may refer students for tutoring or other academic success workshops through Pharos 360. From the Pharos screen, instructors would type in the student name/ID number in the search bar, select *Student Updates* from under the student photo icon, and then select *CSS referral*.
There is also the availability of online tutoring through brainfuse, through the specific to Reinhardt link
https://www.brainfuse.com/highed/helpNow.asp?a_id=68F429E2&ss=&r=

Brainfuse is an online platform where students can receive specific subject area tutoring or access other study supports. Please contact css@reinhardt.edu or schedule a general request appointment in the CSS for more information on how to register for and use Brainfuse.

"Reinhardt University is committed to providing a safe environment for its students, visitors, faculty and staff. Long-established policies, approved by Reinhardt's Board of Trustees, prohibit possession of firearms on property owned by the University."