Chattanooga State Community College
Chattanooga , Tennessee

Course Syllabus
NS 024 -- Nursing Transition

CLASS HOURS: 3.5   **CREDIT HOURS**: 5
LABORATORY HOURS: 4.5

CATALOG COURSE DESCRIPTION:
Prepares LPN, reentering and transfer students to enter second year nursing courses. Assists LPN's with transition from the role of LPN to associate degree RN; content derived from first year nursing courses provides a background on which remaining educational program will be based; successful completion required for entry into NS 238.
Note: This is a course for which institutional credit is given. It is not accepted towards any degree program at Chattanooga State.

PREREQUISITES: Acceptance into Transition Program
Chemistry (High School or CHEM 1010)

BIOL 2010, 2020	Anatomy and Physiology I, II
BIOL 1430	Nutrition
BIOL 2230	Microbiology (night program only)
PY 101	General Psychology l
PY 217	Human Growth and Development

CLASS SCHEDULE:

Tuesday	8:00 am – 1:00 pm
Wednesday - class days	8:00 am – 1:00 noon
Wednesday - clinical days	7:00 am – 12:00 noon

FACULTY:

Kathy Rose , Coordinator	493-8726	HSC 1078
Diane Duke	493-8733	HSC 1076
Lisa Evers	493-8732	HSC 1075
Diane Johnson	493-8737	HSC 1074
Shirley Kilgore	493-8722	HSC 1079
Sandra Lowery	493-8724	HSC 1067
Ann Schide	493-8734	HSC 1061
Charlotte Webb	493-8743	HSC 1070

TEXTBOOKS AND OTHER REFERENCE MATERIAL:

Required Textbooks

Abrams, A., Pennington, S. & Lammon, C. (2009). *Clinical drug therapy.* Philadelphia: Lippincott, Williams & Wilkins.

Campbell, J. (2009). *Diabetes and the life functions*. CSTCC

Doenges, M., Moorhouse, M.F. & Murr, A. (2008) *Nursing diagnosis manual: Planning, individualizing and documenting client care.* Philadelphia: F.A. Davis.

Gahart, B. (2008). *IV medications*. St. Louis: Mosby-Year Book.

Ham, K. (2002). *From LPN to RN – Role Transitions.* Philadelphia: Saunders.

James, R.J. & Ashwill. J.W. (2007). *Nursing care of children - Principles and practice.* Philadelphia: Saunders.

Lemone, P. & Burke, K. (2008). *Medical-surgical nursing: Critical thinking in client care.* New Jersey: Pearson Prentice Hall.

Miller, C. (2005). *Interpretation of arterial blood gasses*. CSTCC.

Schide, A. (2005). *A Novice's guide to the nursing process*. Chattanooga State.

Videbeck, S.I. (2008). P*sychiatric mental health nursing*. Philadelphia: Williams and Wilkins.

Recommended Textbooks

Myers, E. (2006). *RN notes – Nurses clinical pocket guide*. Philadelphia: F.A. Davis.

Pagana, K. & Pagana, T. (2006). *Mosby's diagnostic and laboratory test reference*. Philadelphia: Mosby.

Although not required, transition students should have access to the equivalent of the following textbooks required in NS 119 and 128:

- • **Basic nursing textbook**, such as Taylor, C., Lillis, C., LeMone, P. & Lynn, P. (2008). *Fundamentals of nursing: The art and science of nursing care*. Philadelphia: Lippincott, Williams & Wilkins
- • **Drug calculation textbook**, such as: *Dosage calculations made incredibly easy*. (2005). Springhouse, PA: Springhouse.
- • **Drug Reference Book** (2008 or later), such as: F.A Davis, *Davis's drug guide for nurses.*

Medical Dictionary: purchase or online access
- • *Mosby's medical nursing and allied health dictionary*. (2006). St. Louis: Mosby-Year Book.
- • *Taber's cyclopedic medical dictionary*. (2005). Philadelphia: F.A. Davis.
- • Online access to StatRef! on CSTCC library website.

REQUIRED STUDENT LEARNING OUTCOMES:

Nursing program student learning outcomes (PSLOs) consist of nine outcome statements that describe the abilities of the graduates of the Chattanooga State Nursing Program. The student learning outcomes and related indicators for each course (CSLOs) describe the progression in the overall development of the identified program learning outcomes as students progress through the nursing program.

PSLO #1:   **Knowledge:** Integrate knowledge and skills acquired from general education foundation and nursing discipline to assist diverse individuals across the lifespan to promote, maintain and restore optimum health.

>   **CSLO #1**   Integrate knowledge and skills acquired from general education foundation and Nursing I and II to assist diverse individuals across the lifespan to promote, maintain and restore optimum health.

PSLO #2:   **Assessment:** Collect subjective and objective data from individuals across the life span.

>   **CSLO #2**   Assess individuals with variations and alterations in function
>   **Indicators:**
>   a. Use interview techniques, observation, physical assessment skills and technology to obtain client data
>   b. Assess risk factors of the individual with alterations in function
>   c. Detect early changes in client condition

PSLO #3:   **Clinical Decision Making:**   Use a clinical decision making process to care for diverse individuals across the life span with actual and potential alterations in health.

     CSLO #3   Use a clinical decision making process to prioritize needs and provide care for an individual client with variations and alterations in function
     Indicators:
- a   Recognize relevance of data collected from an individual client
- b.   Identify client problem(s) based on assessment data
- c.   Describe criteria for client outcome achievement
- d.   Plan and implement nursing interventions
- e.   Evaluate client's achievement of identified outcomes and revise plan as needed

PSLO #4:   **Caring Behaviors**:   Implement caring interventions for individuals across the life span in diverse settings that incorporate principles of dignity, diversity, safety, and knowledge

     CSLO #4   Implement caring interventions to assist the client to meet identified outcomes
     Indicators:
- a.   Integrate influences of diverse cultures, values and beliefs when planning and prioritizing caring interventions
- b.   Protect and promote client dignity
- c.   Implement interventions to promote, maintain and restore a safe physical and psychosocial care environment
- d.   Apply principles of infection control when implementing caring interventions
- e.   Perform nursing skills in a safe and accurate manner
- f.   Administer medications accurately and safely, demonstrating an understanding of pharmacology

PSLO #5:   **Communication:**   Communicate effectively in the healthcare environment, including written and verbal communication.

     CSLO #5   Use effective verbal, nonverbal, and written communication skills in the education and healthcare environments
     Indicators:
- a.   Communicate effectively with clients, significant support persons, health care providers, peers, and faculty
- b.   Use basic therapeutic communication in the clinical setting
- c.   Document and report data accurately using national standards
- d.   Use effective writing skills in client medical records and written assignments.
- e.   Use computer

PSLO #6:   **Teaching Learning:**   Develop and implement a teaching plan to promote, maintain and restore health using principles of teaching learning

     CSLO #6   Develop and implement a teaching plan to promote, maintain, and restore health using basic teaching and learning principles.
     Indicators:
- a .   Assess the teaching and learning needs of a client or group of clients
- b.   Teach health promotion, maintenance, and restoration concepts to a client or a group of client
- c.   Use opportunities for informal teaching

PSLO #7: **Coordination of Care:** Coordinate nursing care for client(s) and groups of clients using management principles

    CSLO #7 Use management principles while providing nursing care
    Indicators:
      a. Prioritize nursing care for individual clients
      b. Apply basic time management principles when caring for client(s)
      c. Complete all delegated tasks efficiently
      d. Implement cost efficient strategies in the health care setting
      e. Discuss the roles and responsibilities of various members of the health care team
      f. Assist clients and families to access available community resources and services.

PSLO #8: **Collaboration:** Collaborate effectively with the client, significant support person(s) and health care team to achieve positive outcomes.

    CSLO #8 Collaborate with peers, clients, significant support persons, and healthcare team
    Indicators:
      a. Develop relationships with client, significant support person(s)
      b. Discuss organizational issues in clinical settings

PSLO #9: **Professional Behaviors:** Practice within the ethical, legal, and regulatory frameworks of nursing and the standards of professional nursing practice.

    CSLO #9 Practice within the ethical, legal, and regulatory frameworks of nursing and the standards of professional nursing practice.
    Indicators
      a. Practice according to the legal statutes and norms and the standards of nursing care
        1. Practice within legal/ethical framework of nursing
        2. Practice according to the standards of nursing care
        3. Demonstrate confidentiality in all clinical and educational situations
      b. Demonstrate accountability and responsibility in the clinical setting.
        1. Practice within the parameters of individual knowledge and experience
        2. Recognize the rights of the client.
        3. Assume responsibility for actions and behaviors
          a. While providing care to individual clients
          b. While in the education settings
      c. Demonstrate self direction for professional and personal growth
        1. Seek relevant learning experiences
        2. Use available resources for learning
        3. Adhere to policies and protocols of the institutions
          a. Follow directions
          b. Attend all clinical practice experiences
          c. Punctual for clinical
          d. Punctual in submitting clinical assignments
          e. Prepared for clinical practice experiences
          f. Select appropriate clients based on the assignment

Instructional Objectives – Refer to class/unit learning objectives and content outlines

REQUIRED ASSESSMENTS:

Theory Activities and Assessments

Examinations (PSLO 1, CSLO1)

Students take four unit examinations (approximately 50 questions each) and one 100 question comprehensive final examination that evaluates the ability of students to recall and integrate knowledge and skills acquired from general education and LPN and the nursing transition courses in order to provide care to diverse individuals across the lifespan.

Pop quizzes are used to encourage class attendance and preparation for class. Quizzes may be given at any time. **Missed pop quizzes cannot be made up**.

Theory Competency Achievement

In order to pass a clinical nursing course, the student must achieve a minimum of 75% of the total number of points included on all unit and final examinations during the course.

- Numerical scores are not rounded.
- Quiz grades and other course work are **NOT** included in this calculation.

If the 75% of the total examination points is not achieved, no other course work will contribute toward the final course grade. The letter grade equivalent to the total examination points will be awarded as the grade for the course.

Clinical Activities and Assessments

Clinical Practice Evaluation (PSLO 1-9, CSLO 1-9)

Students participate in clinical practice experiences in the campus skills lab, and community and acute care settings during NS 024**.** These experiences provide students with the opportunity to apply theory in a practice setting that contributes to the development of all program learning outcomes. Students are evaluated on the Clinical Evaluation tool included in the course syllabus.

A student must receive a "safe" evaluation on the Clinical Performance Evaluation form for progression. An "unsafe" evaluation results in failure of the course; the student is not able to progress, regardless of academic average.

Pediatric Rotation **;** Only students who have the pediatric rotation will complete the pediatric written assignments in NS 024.

Clinical Attendance Requirement (PSLO 9, CSLO 9 a, b, c)

Students are expected to attend all scheduled clinical practice experiences. In order to prepare students to meet the standards of professional nursing practice and expectation of the healthcare industry, tardiness and absences are closely monitored by faculty. Any time that is missed must be made up. Refer to attendance policy for details.

Drug Dosage Calculation Competency (PSLO 4, CSLO 4)

Students must achieve 90% or higher accuracy on a drug dosage calculation examination in order to safely administer medications and meet course requirements. Students are allowed three opportunities to achieve the 90% competency prior to the first day of clinical practice at the beginning of the semester. The grade earned on the first attempt will be included in the calculation of the weighted final course grade.

- The first competency test will be administered during the first week of the course.
- Students who do not achieve the competency must independently complete remediation work using the online Nurse ProCalc computer program (Refer to the ProCalc Instruction Sheet)
- The second test must be taken within one week of the first test.
- In the unlikely event that a third attempt is needed, the same procedure will be followed as described above.

- THE COMPETENCY MUST BE MET BEFORE THE FIRST DAY OF CLINICAL PRACTICE.

Students not achieving the 90% on one of three attempts by the designated date must withdraw from the course. This will count as a course failure. Refer to the readmission policy for further information.

Skills Performance Evaluation (PSLO 4, CSLO 4)

Students must successfully perform one or more nursing skills in a step-by-step manner that demonstrates proficiency in the performance of the skill and requires the integration of knowledge and skills from general education foundation and nursing course content. The performance is graded by direct faculty observation using a step by step checklist that evaluates knowledge and performance skills. Refer to Skills Performance Evaluation Guide for more details.

Clinical Prep and Daily Plan of Care (PSLO 1, CSLO 1) (PSLO 3, CSLO3)

Clinical Prep: Students summarize vital information about their assigned client that has been researched by the student prior to the clinical practice day. This information is then used in a clinical decision making process to develop a plan of care for the assigned client.

Plan of Care: Students prepare a written Plan of Care for assigned clients with actual and potential alterations in health. Students analyze assessment data and develop a plan of care that addresses the top three (3) priority problems for the client, the outcome criteria, caring interventions, and evaluations.

The student receives a satisfactory or unsatisfactory on each clinical preparation throughout the semester. As indicated on the clinical evaluation tool, clinical preparation is a critical behavior. Failure to have the clinical prep completed prior to the beginning of clinical means that the student is not prepared to care for the client. This will result in dismissal from clinical for the day.

Comprehensive Assessment (PSLO 2, CSLO 2)

Students obtain subjective and objective assessment data from an assigned client by interviewing and assessing the client and accessing the client's medical records. Information is recorded on a comprehensive assessment form and graded using a rubric.

Process Recordings (PSLO 5, CSLO 5)

Students record a 10-15 minute segment of conversation with a client. To determine the effectiveness of verbal and nonverbal communication skills, students analyze the conversation to identify therapeutic and non-therapeutic communication techniques. Two (2) process recordings are completed. See guide sheet in the forms section for more detailed information.

Teaching Plan (PSLO 6, CSLO 6)

Students develop an individualized teaching plan that is based on an assessment of client needs. The plan is then implemented and client learning outcomes are evaluated. Appropriate changes and follow-up are identified to meet future client needs. See guidelines in clinical section of syllabus.

Class Participation Activities (PSLO 1, CSLO 1)

Students participate in a variety of critical thinking activities, class projects, quizzes, and other classroom participation activities that promote student learning and demonstrate integration of knowledge and skills acquired from general education foundation courses and LPN and nursing transition courses. Points assigned for each activity are included in the course weighted grade.

ATI Content Mastery Tests (PSLO 1, CSLO 1)

Students complete the ATI Critical Thinking, Fundamentals of Nursing, and Nutrition content mastery test. As a test of the ability of students to integrate knowledge acquired from general education and nursing discipline courses, the results of the test provides the student with feedback concerning content mastery and provides faculty with vital information for continued program improvement.

CSLO/ASSESSMENT ALIGNMENT:

CSLO 1	CSLO 2	CSLO 3	CSLO 4	CSLO 5	CLSO 6	CSLO 7	CSLO 8	CLSO 9
Knowledge	Assessment	Decision Making	Caring Inter-ventions	Comm.	Teaching Learning	Coor-dination	Collaboration	Prof. Behaviors
Examinations ATI tests Clinical Prep /POC Class Participation	Comp.Assessment	ATI tests Clinical Prep and Plan of Care	Dosage Calc Skills Verification	Process Recording	*Teaching Plan*			
Clin Eval.	Clin Eval.	Clin Eval.	Clin Eval.	Clin Eval.	Clin Eval.	Clin Eval.	Clin Eval.	Clin Eval. Attendance

WEIGHTED GRADE POINTS DISTRIBUTION:

The final grade is determined on the basis of the total points accumulated during the semester. The actual number of points may vary from what is listed below depending on the number of questions on each test and the number and types of class activities.

Unit Exam: 4 exams	=	400
Final Exam: 1 comprehensive exam	=	200
Therapeutic Communication Computer Program	=	15
(must score 80% or higher)		
Clinical preps (3 @ 10 points)	=	30
Comprehensive Assessment/Plan of Care	=	100
Skills Performance Evaluation	=	50
Process Recording (1 @ 24, 1 @ 26 points)	=	50
Teaching Plan	=	25
Class work (approximate)	=	200
TOTAL POINTS	=	1070

Keep in mind that if the 75% theory competency achievement has not been met, no other course work will contribute toward the final course grade.

GRADING SCALE:
    Grading Scale:

90%	-	100% of total points	=	A
80%	-	89%	=	B
75%	-	79%	=	C
65%	-	74%	=	D
Below	65%		=	F

There is no rounding of grades in the calculation of the 75% examination average or course grade.

OTHER IMPORTANT COURSE INFORMATION:

General Course Requirements
- All assignments are expected to be submitted on time.
- A 5% point deduction will be made for each day the assignment is late, up to one week past the due date.
- No assignment will be awarded points if it is more than one week past the due date.
- No assignments will be accepted after the last official day of class in the semester, unless prior arrangements have been made.
- Failure to submit required written assignments will result in course failure.
- All assignments are expected to be grammatically correct. This includes the use of correct sentence structure, grammar, punctuation and spelling. Students submitting work with frequent grammatical errors

must redo and resubmit the assignment. The grade for the corrected work will not be greater than 70% of the points for the assignment.

Class Participation Activities
- Graded work or quizzes that occur during the normal class period may not, in most instances, be made up, resulting in a "zero" for the activity.
- Class preparation assignments and study guides may be used to help students prepare for class or consolidate learning. Faculty have the discretion to accept or not accept assignment/study guide for points if submitted after the assignments have been collected.
- Designated/scheduled quizzes must be made up.
- It is the students' responsibility to monitor their grades on eLearn throughout the course to be sure all grades are posted accurately. All questions regarding course points must be raised prior to the calculation of the final grade.

Policies Related to Examinations
Examination Make-up Policy
Occasionally unforeseen circumstances prevent students from taking an examinations or scheduled quiz at the assigned time. Permission to postpone taking an examination/scheduled quiz MUST be granted by a course instructor (preferably assigned faculty advisor) PRIOR TO the time of the examination/quiz.
- The make-up examination/quiz may be different from the one given at the scheduled time.
- In most cases, examinations MUST be taken within twenty-four hours of the original examination date (excluding Saturday, Sunday and holidays).
- As a rule, make-up examinations/quizzes are taken in the Testing Center on the 2nd floor of the Student Center.
- When notifying faculty of the absence, it is the student's responsibility to make arrangements for the make-up and to verify the schedule for taking examinations in the Testing Center.
- If the proper procedures are not followed, a grade of zero may be awarded for the examination/quiz.

Students are allowed to make-up only one unit examination each semester.

Examination Scores and Examination Review
Each student is responsible for verifying grades as posted in the online grade management system. Students have the opportunity to review examinations at the designated examination review time. Questions concerning examination items or results of the examination should be made as soon as possible, but no later than seven (7) days following examination review. Computer Scantron forms are used for most examinations. **These forms, not answers recorded in examination booklets, are used for scoring**. Individual examination booklets are routinely shredded following examination review. Individual examination items and/or grades will NOT be reevaluated and altered at the end of the semester.

No cell phones or other recording devices are allowed during examination review.

Timed Examinations
Unit and final examinations are timed, usually allowing approximately 1.5 minutes for each multiple choice question. The time allowed for each examination is announced at the beginning of the examination period. An announcement is made when approximately 10-15 minutes remain. All answers must be recorded on the Scantron form and all examination materials will be collected when time is called. It is to the students' benefit to be on time for an examination in order to receive the maximum amount of time allotted for the examination.

Clinical Activities
Campus Skills Lab
The campus skills lab provides an environment for students to practice and demonstrate safety and develop proficiency in a practice setting prior to performance of skills in the clinical setting. The skills lab is used for instruction and practice during scheduled clinical hours, as well as independent practice by the student.

Students are encouraged to take advantage of the skills lab and online videos (library webpage) throughout the program of study.

Community-Based Clinical Practice Experiences
With the integration of community-based practice experiences, students will have some of their clinical practice experiences in a variety of community settings. Because the opportunity for these experiences may occur at other than the scheduled clinical/class times, students may be required to attend clinical at times other than the scheduled times. Notice will be given to allow for pre-planning by the student
Students are expected to review the objectives for each experience and come to the clinical experience prepared.

Acute Care Clinical Practice Experiences
During the program of study, students will have clinical practice experiences in the care of adults and children in the acute care setting, In NS 128 students will have clinical practice experiences in the care of adults and children in the acute care setting, a pediatric teaching project, and a surgical follow through experience. These experiences provide students with the opportunity to apply theory in a practice setting. Students are expected to review the objectives for each experience and come to the clinical experience prepared.

Failure to have the clinical prep completed prior to the beginning of clinical means that the student is not prepared to care for the client. This will result in dismissal from clinical for the day. The day will count as a clinical absence and must be made up before the end of the semester. **Failure to be prepared for clinical practice can result in clinical warning and course failure.**

Clinical Attendance Policy
Attendance and punctuality are professional behaviors that are not only valued but expected in the healthcare industry.

Basic Assumptions Regarding Clinical Attendance Policy:
- Attendance on all scheduled clinical practice days is required to achieve the competencies of each clinical nursing course.
- All missed clinical experiences must be made up.
- The ability to provide clinical make-up experiences is limited by the availability of practice opportunities, clinical space and faculty resources.
- Punctuality and attendance are starred (*) critical behaviors on all nursing course clinical evaluations.
- Patterns of tardiness or absence can result in failure of a clinical nursing course.
- **The start and stop time for clinical may vary from the time in the college schedule of classes based on requirements of the clinical agency and instructor preference.**

In the Event of an Absence
- The student MUST notify the instructor BEFORE clinical starts if unable to attend due to illness or other unavoidable circumstances.
- The student must meet with the instructor to arrange make-up for the absence and complete a Clinical Absence Form.
- The Clinical Absence Form, signed by the program director, must be submitted to the clinical instructor prior to the next scheduled clinical day.

Clinical Absence Policy
Clinical practice experiences covered by the absence policy are defined as all scheduled clinical laboratory time or any activity scheduled during clinical time. Clinical time/activities includes lab lecture and demonstration, clinical topics, course/clinical orientation, skills lab, skills verification, and clinical practice in the community or a health care facility.

Number of Absences
- 1st Clinical Absence
  - Student is counseled that repeated absences can result in failure to achieve course competencies and a clinical failure.
  - Clinical Absence/Tardy and Student Counseling Record forms are completed and signed.
- 2nd Clinical Absence:
  - Student is placed on clinical warning.
  - Clinical Absence/Tardy and Clinical Warning forms are completed and signed.
- 3rd Clinical Absence:
  - Student is counseled that any further absences will result in failure to achieve starred (*) critical clinical competencies resulting in course failure.
  - Clinical Absence/Tardy and Student Counseling Record forms are completed and signed.
- 4th Clinical absence:
  - Clinical failure. Exit interview process is implemented.

Tardiness
Punctual attendance at clinical practice experiences is as important as attendance and therefore is factored into the attendance policy for all nursing courses.

Tardy is defined as late arrival in the morning, after lunch breaks and early departures.

Tardies of 5-30 minutes of the designated clinical time: Two tardies equal one day of absence.

- **1st Tardy (5-30 minutes)**:
  - Student is counseled that repeated tardiness will result in a clinical absence.
  - Clinical Absence/Tardy and Student Counseling Record forms are completed and signed.
- **2nd Tardy (5-30 minutes)**: The second clinical tardy (5-30 minutes) equals an absent day.
  - For hospital-based practice experience: The student is dismissed from practice experience, requiring a clinical make-up day.
  - For all other scheduled clinical time: Student participates in the remaining clinical time or activity and makes-up the missed time content. However, the second tardy counts as a day of absence.
  - Clinical Absence and Student Counseling Record (or Clinical Warning, as appropriate) forms are completed and signed.

Tardy >30 minutes after designated start time: Tardy counts as a day of absence. The absence is then factored into the absence policy.
  - For hospital-based practice experience: Student is dismissed from practice experience, requiring a clinical make-up day.
  - For all other scheduled clinical time: Student participates in the remaining clinical time or activity and makes-up the missed time and content. However, the tardy counts as a day of absence.

Related Information for Attendance Policy
- On-time arrival is determined by the time on the classroom, community setting or hospital clock.
- All missed clinical time must be made up.
  - For skills lab practice and other non-hospital or community-based experiences make-up may include computer programs, scheduled practice lab time or written assignments.
  - For hospital or community-based clinical practice experiences, make-up days are at a time determined by course coordinators. This may include school break and during the week of final examinations.
  - All clinical make-ups must be completed with a satisfactory clinical practice evaluation and passing course grade awarded before the student can progress to the next clinical nursing course.
  - All clinical make-up time must be scheduled by the course coordinator.
- If a student is aware of unusual circumstances or life altering events that will require absence from scheduled clinical practice, the student must discuss the situation with nursing faculty prior to the

absence or as soon as the circumstances are made known to the student in the case of an emergency. The student and faculty will develop a plan to make-up all missed clinical practice. The student must then submit a written request to the Program Director that describes the reason for the clinical absences and the plan for make-up. An attempt will be made to schedule clinical make-up prior to the absence, pending availability of clinical resources and faculty approval of the plan. At the time the plan is approved, a determination will be made as to how these absent days will be factored into the attendance policy.

- All Clinical Absence/Tardy and Clinical Warning forms are included in the student's clinical folder with attendance information recorded on the course clinical evaluation form and reflected on the summative clinical evaluation used as a basis for employment references.

COLLEGE POLICIES AND OTHER IMPORTANT PROGRAM STATEMENTS:

Academic Integrity

Chattanooga State is committed to promoting a mode of individual conduct based on the principles of honesty, fairness, trust, respect and responsibility.

Plagiarism, cheating, and other forms of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to compliance with Chattanooga State's Academic Integrity Policy, it is expected that students in the Nursing Program will not:

- Pass on the ideas or words of another as one's own without crediting the source
- Submit another individual's work in whole or part as one's own.
- Copy answers from another individual during an examination.
- Conceal information during an examination which can be used to answer questions.
- Pass on information about an examination to others.
- Use cell phones or other picture taking devices during an examination/quiz, examination review or in the clinical setting.

All school related work must be done individually, including care plans, clinical prep, class assignments, formal papers, study guides and other assigned work. When working together, submitted work must be done in the student's own words.

A signed Academic Integrity Statement will be retained as a part of the students file in the nursing program office.

eLearn

ELearn is used to support the instructional process in all nursing courses. Therefore, students must access eLearn via the Internet on a regular basis (3-4 times each week). Students who do not have computer access at home may use the computers in the Health Science Center Computer Lab or Chattanooga State library. Technical difficulties with personal home computers are the responsibility of the student and do not affect due dates for assignments.

Dropbox: There are some assignments that students are specifically instructed to submit through the dropbox on eLearn. These assignments are not to be submitted by email or on paper. Students are responsible for placing assignments in the correct dropbox. Assignments placed in the wrong dropbox will not be graded.

Email Communication

Please note all communication with your instructor(s) about your course work should be through the eLearn system. For assistance on how to use the eLearn email tool go to the following url: http://river.chattanoogastate.edu/orientations/Student_PDFs/eLearn_email_aug09.pdf

For all communication the official email system used by the college is through Tiger Mail. This is accessible by clicking the blue paw icon from the top right hand side of your TigerWeb home page.

https://tigerweb.chattanoogastate.edu/cp/home/displaylogin

HIPAA - Health Information Portability and Accountability Act

According to HIPAA, confidentiality and security of protected health information (PHI) is protected through state and federal laws. The unwarranted disclosure of patient information is in violation of legal authority, and may result in civil and criminal penalties.

Reasonable safeguards to protect PHI include, but are not limited to the following:
- Cell phones must not to be used in the clinical setting where PHI could be compromised.
- Flash drives, thumb drives, CDs, and other devices are not to be used to download and remove patient/client data.
- Laptops and workstations (or student written work) are to be positioned in such a manner so as to avoid unauthorized viewing.
- No patient/client care records are to be copied or recorded using photocopiers, faxes, cell phones, or other technology devices unless the paper copies are placed in the designated shredder bins at the clinical site at the time the assignment is completed and prior to leaving the clinical site.
- Access to laptops and workstations is only provided through secure means by authorized users with the use of a log-on, password, token, and/or biometric device.
- Keep PHI Private!
  - Be aware of the surroundings and that others may overhear your conversations.
  - Never leave PHI unattended.
  - Limit the PHI you give or take.
  - Use shred boxes when appropriate.
- Only access and use the minimum necessary information.
  - Access only the information for which permission has been given.
  - Access only the information that is needed for your practice experience.
  - Use this information only to do the assigned task.
  - Limit the information that is shared with others to what he/she needs to know.

In order for students to participate in clinical practice in a clinical agency, they must have been informed of the policies and procedures regarding protected health information and have on file a signed agreement to abide by the stated policies.

Joint Commission Education Requirements (TCPS)

All students must have completed all of the required educational programs to be in compliance with the Joint Commission accreditation standards of all affiliating agencies. This learning sequence can be accessed through the Tennessee Clinical Placement System (TCPS) website. The nursing program must have documentation on file for each student that verifies completion of this requirement before they can participate in clinical assignments.

Additional orientation activities accessed through TCPS may be required by individual affiliating clinical agencies

Policies and Disclaimers

General Note to Students: Faculty reserve the right to modify the syllabus during the course of the semester. Students will be informed verbally and/or in writing of any changes that may occur during the semester.

Disability Notification: Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately, and should contact Disabilities Support Services (S-113, phone 697-4452) within the first two weeks of the semester in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations. (2003)

Disruption Statement: Disruption or obstruction of teaching, research, administration, disciplinary proceedings or other college activities, including its public service functions on or off campus, or other authorized non-College activities, when the act occurs on College premises, is subject to disciplinary sanctions.

The term classroom disruption means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. A student who persists in disrupting a class will be directed by the faculty member to leave the classroom for the remainder of the class period. The student will be told the reason(s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practical. Prompt consultation will be undertaken by the faculty with the Department Dean and the College Judicial Officer.

If a disruption is serious, and other reasonable measures have failed, the class may be adjourned and the campus police summoned.

Policy on Misuse of Computers: Unauthorized or inappropriate use of computers is prohibited. Such use includes, but is not limited to, damaging or altering records or programs; furnishing false information; invading the privacy of another user by using files, programs or data without authorization; engaging in disruptive, harassing and annoying behavior, or keywords. Students found in violation of this policy will face individual sanctions as described in the Chattanooga State student handbook.

Weather Statement

Chattanooga State attempts to offer classes on a regular basis unless weather conditions are extremely severe area-wide. In cases of inclement weather, Chattanooga State will announce a decision regarding cancellation or a delay in opening on local TV channels 3,9,12 and most local radio stations by 6:00 AM (if possible). If the opening of school is to be delayed until 9 or 10:00 AM, the 8:00 AM class will begin at the designated time. If the delayed opening is on a clinical day, clinical is canceled and make-up will be arranged. Announcements regarding cancellation of evening classes and activities will be made in the early afternoon.

Note: Decisions regarding the cancellation or delay of classes at Chattanooga State are made independent of other local school decisions. Listen specifically for Chattanooga State announcements.

If there is inclement weather and Chattanooga State is open, students are urged to use their judgment regarding attendance, based on conditions in their specific geographic area. Students are responsible for any academic work or clinical practice that is missed due to absences caused by severe weather conditions. It is the individual instructor's responsibility to provide a reasonable opportunity for the student to complete assignments or examinations missed due to such absences.