

# Syllabus

Academic Semester(s) 2016-17

<b>Course Title/Number</b>	<b>Family II Nursing of Children NUR 276 (All Sections)</b>
<b>Instructor:</b>	Ms. Jennifer Wheeler MSN/Ed, RN
<b>Office Hours:</b>	<b>Online Hours:</b> <u>Weekdays:</u> Mon-Fri 9am-4pm <u>Weekend Hours:</u> Sat-5am-12pm <b>In Office Hours:</b> TBA in class- *See JetNet course home page <i>**Meetings can be scheduled during non-office hours with instructor approval**</i>
<b>Cell Phone:</b>	517.262.4979 (Please use cell first for emergencies* texting is acceptable*)
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<b>Textbook Name and Author:</b>	<b>REQUIRED:</b> <b>Elsevier Textbook Package (2): ISBN 978-1455748686</b> McKinney, E., James, S., Murray, S., Nelson, K., & Ashwill, J. (2013). <i>Maternal -Child Nursing Fourth Edition.</i> Elsevier. <ul style="list-style-type: none"> <li>• Hardcover <b>Textbook</b></li> <li>• Softcover <b>Study Guide</b></li> <li>• <b>Text Book Zero:</b> This text (or material) is available in a digital format from <a href="https://evolve.elsevier.com/">https://evolve.elsevier.com/</a></li> </ul> <b>SimChart (Elsevier)</b> Refer to Elsevier's home page, access SimChart using ID/Password to electronic health record (EHR) program established in Health Assessment. <b>(Review Orientation Video)</b> <a href="https://evolve.elsevier.com/">https://evolve.elsevier.com/</a>
	<hr/> <b>USEFUL REFERENCE:</b> <b>Ackley, B; Ladwig, G. (2014) <i>Nursing Diagnosis Handbook 10<sup>th</sup> Edition</i></b> <b>ISBN: 978-0323085496</b>

## Course Description:

### PREREQUISITES:

Fundamentals of Nursing (NUR 101)  
 Health Assessment Across the Lifespan (NUR 245)  
 Pharmacology (NUR 121)  
 Family I- Maternal Nursing/OB (NUR 176)  
 Supportive Education (NUR 171)

### HEALTH DATA/COMPETENCIES:

TB testing completed  
 Flu shot by Nov. 1<sup>st</sup> good throughout 16-17  
 Allegiance Health CBL Modules Complete  
 CPR certification up to date

NUR 276 students build upon previously learned concepts of Orem's Self-Care Model as it pertains to the role of the Maternal Child nurse and Family Centered Care (FCC) provider. Students apply concepts of critical thinking to analyze sociocultural factors that influence growth and development in children. Utilizing the nursing process as a theoretical framework to potentiate wellness within the child at each developmental stage; students explore the value of active partnerships with client/families in promoting health and wellness to both hospitalized and community care recipients. This course includes clinical experiences designed to reinforce theory.

**Nature of Course:****TEACHING METHODS:**

**4 Credits: Theory/Lecture: 37.5 hours / 67.5 hours Clinical Component:**

The instructional design of Nursing of Children is a multimodal blend of classroom learning techniques such as: traditional lecture, and team learning; combined with state of the art informatics associated with electronic health records (EHR) classroom teaching technologies. Orientation Lab, lecture, audio visual and research activities will be used to provide the clinical nursing student the tools needed to conduct developmentally appropriate and skillful child and provider assessments, while accurately electronically documenting client findings in a Pediatric clinical setting.

**Student Responsibilities:**

**CLASSROOM ATTENDANCE** is **HIGHLY** recommended:

Each student is responsible for his/her own learning. In the event that a student must miss, or be late to class it is the student's responsibility to obtain lecture notes, messages, instructions, announcements, etc. from the instructor prior to the absence (if scheduled), or afterward in a timely manner. (See Handout Provided for Classroom Schedule)

Students are able to make personal decisions regarding necessary absences. Therefore, physicians-designated provider excuses are not required (unless notified by the instructor of the course and or director of the nursing program; See JC Nursing Department Handbook). In the case of an absence the instructor will not be responsible to contact the student regarding any missed materials.

- Reliance on fellow students only for any missed information may lead to gaps in learning.
- Always contact the instructor in the event of an absence from the theory portion of this course.

**CLASSROOM TESTING:**

Any unit exam missed, must be made up prior to the next unit exam. It is the student's responsibility to contact the instructor prior to the missed exam regarding their plan for make-up. The first missed test does not result in a reduction.

- If a student misses a second unit test there will be an automatic reduction of 5% and then 10 % for a third missed unit test and so on.
- There will be an automatic 5% deduction for a "no show" if the student fails to contact the instructor prior to that absence.
- No make-up for the clinical research team assignment is available. \*Failure to demonstrate evidence of active participation will result in a clinical failure and an overall grade of 1.5 in the course.

**EXAMS:**

- Be ON-TIME every time! Students will be given one minute per question. If a student arrives late to class when an exam is being administered, the student will join the exam already in session and only be granted the remaining time available to complete it.
- Students must indicate all answers on the scantron sheet unless directed otherwise. It is important that they check to make sure that they have recorded all answered questions on the scantron. If the student misses filling in answers on the scantron, or writes their answers on the exam but not on the scantron sheet, or incorrectly transposes an answer choice from the exam copy to the scantron sheet the question missed will be counted as incorrect. No adjustments will be made. Please check the scantron closely before submitting to the instructor. There will be no further exam question review after the close of the current week an exam is held. Options for discussion of individual exam scores will be discussed weekly in class.

- All students will have an opportunity to review each exam one time in the presence of the instructor (as previously discussed) for the purposes of remediation. At no time will any exam copy be handed back to students outside the direct presence of faculty. Nothing is to be on the desk, and no electronic devices are to be out during the scantron review after testing. Only concepts of incorrect answers will be discussed during the scantron review, no direct question and answering of specific test questions will take place in the general classroom environment. This measure is intended to help reduce the possibility of accidental recording during exam review.
- There are 4 Unit exams and 1 Comprehensive Final exam

Timed testing is a preparatory measure for the NCLEX-RN examination which allows only one minute per question. Timed exams are an educational preparation tool for students to learn how to pace themselves during a test to give them the best chance for completion of the NCLEX exam in the designated amount of time. *\*Any tardiness should be an unforeseen event-not a regular occurrence.*

#### **COURSE MANAGEMENT:**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Center for Student Success as soon as possible to ensure that reasonably appropriate accommodations are implemented in a timely fashion.

#### **CLINICAL ATTENDANCE is MANDATORY:**

Attendance in Clinical is essential to a student successfully meeting the leveled learning objectives. Copies of current health data and CPR certification must be readily available and on file with the Nursing Coordinators office. Each student MUST provide the course lead faculty proof of completion regarding agency learning modules in order to enter the clinical setting. Non-compliance with any of these requirements will result in a student being removed from the clinical environment which will count as a missed clinical day resulting in an incomplete (I) overall grade in the course. CBL transcripts for Henry Ford Allegiance Health will be collected and filed the first day of class.

If a student is going to be absent, or late to clinical please be advised that he/she is required to contact the clinical instructor and lead faculty, prior to the beginning of their scheduled clinical day.

- **Jennifer Wheeler (Lead Faculty) :** [wheelerjennifea@jccmi.edu](mailto:wheelerjennifea@jccmi.edu)
  - 517-262-4979 (Call/Text \*INCLUDE\* your name)
- **Mindy Rice (ER Faculty) :** [RiceMindyN@jccmi.edu](mailto:RiceMindyN@jccmi.edu)
  - 517-581-6537 (Leave a voice message)
  - ER Unit @ Allegiance 517-788-4811 (Leave a message for Mindy)
- **Jessica Cook (Pediatric Faculty) :** [CookJessicaM@jccmi.edu](mailto:CookJessicaM@jccmi.edu)
  - 517-937-6336 (Leave a voice or text message \*INCLUDE\* your name)
  - Pediatric Unit @ Allegiance 517-788-4803 (Leave a message for Jessica)

\*If a student is absent from the clinical setting he/she will be required to makeup that time as outlined in the attendance policy of the JC Nursing Handbook (online) within the time frame negotiated with the instructor and director of the nursing department. **If greater than 20% of clinical hours are missed, even though make up work has been done, the student must repeat the course before continuing in the program.**

- Students will report any significant information specific to client interactions and/or observations of clients to assigned staff and the clinical instructor on an ongoing basis and prior to leaving the clinical unit.
- Student interactions with clients are to be conducted within the clinical environment(s) in a therapeutic manner which is representative of Maternal-Child Health principles. \*NO child is to be assessed for ANY genitourinary condition requiring a genitalia assessment without an instructor, primary nurse or assigned mentor present\* Failure to strictly abide by this safety condition will result in a clinical write up and or clinical failure resulting in a grade of 1.5 overall in the course depending on the nature of the event in question.
- Students are to take an active role in seeking out learning experiences and actively participating in opportunities for learning, i.e., patient admission, assisting with physical assessments and observing diagnostic procedures. Students will be responsible for being knowledgeable of medications dispensed (indication for, usual dosage, usual side effects, contraindications, use of e-MAR).
- Students are to dress in clean, neat and professional uniform attire. Policies regarding approved uniform attire and ear rings, nail polish are specified in the Nursing Program's student handbook. \*No lab coat is required for clinicals associated with Pediatrics unless advised by your instructor. Community clinical sites require the designated uniform of a polo-style top with JC logo (JC Bookstore or Pro-Image) and black or Khaki pants (student choice) appropriate closed toe and or heel shoes.
- Lunch (30 minutes) and breaks (15 minutes) are provided for students consistent with program guidelines. Each student is to assign his/her client (after a report of the client) to another student. Lunches and breaks are to be staggered by the students so adequate coverage & safety of clients is always maintained.
- Students are expected to present nursing practice that is consistent with the policies and procedures set forth by the designated clinical agency and within the educational and professional parameters set forth by Jackson College's Associate Degree Nursing Program. Student's practice is to be reflective of their application of critical thinking with a willingness to attempt nursing approaches based upon sound Maternal-Child Health Nursing principles.
- The student will assume responsibility for his/her own learning by reading all provided clinical materials in the course pack prior to each clinical event. This includes planned clinical research experiences. It is expected that **any problem interfering with student learning will be brought to the instructor's attention as soon as possible.** Individual and group conferences will be arranged as needed.
- Due to patient confidentiality all cell phones and electronic communication devices must set to silent (and, or) vibration notification only at all times during clinical (including lunch and breaks.) If a student feels they must have communication during clinical times, please discuss the situation with the clinical instructor so arrangements can be made. It is advisable to leave the clinical phone number with the party that may need to keep in contact with the student. Students who do not adhere to this will be subject to a performance notice. ABSOLUTELY NO USE of a personal cell phone is allowed while on the Pediatric Unit (5 East) of the Emergency Department. \*Exceptions during community clinical events will be discussed in class\*

Professional behaviors that are outlined in the Code of Ethics for Nurses is expected in the classroom setting, and clinical setting. Respectful communication towards fellow students and instructors should be the norm, and lack of this demeanor will warrant a warning notice.

**CLINICAL SITES:****HENRY FORD ALLEGIANCE HEALTH HOSPITAL:**

The pediatric unit of a general hospital serves to offer the student clinical experience in the care of the acutely, or chronically ill child and family. Application of developmental frameworks to the assessment of the child and family is expected during implementation of patient care. Clinical nursing skills competencies, understanding and incorporation of nursing process theory is evaluated during this period.

**LYLE TORRANT CENTER:**

Students actively observe child health maintenance as provided by nurses, para-professionals, and educators in a community school setting. Each team member serves as a role model for nursing care in well child management of developmentally delayed, and or medically fragile students with special needs. This experience is coordinated through the Lyle Torrant JCISD and Jackson College Nursing Department.

**EMERGENCY DEPARTMENT- HENRY FORD ALLEGIANCE HEALTH:**

The goal of this clinical rotation is to provide insight into our health care services available for families and children in nursing triage/acute care setting. This experience is under the direct supervision of clinical instructor certified in emergency care.

**CLINICAL SMOKING POLICY:**

Smoking is inconsistent with the health promotion role of nurses. Research shows third-hand smoke has been found to be a cancer risk to others. **Please do not come to clinical with smoke on your clothing or scrubs.** No smoking is allowed at any clinical site. IF students choose to smoke in their car prior to entering the clinical site and report for work smelling of smoke, or strong perfume cover up he/she may be asked to leave the clinical unit and written warning will be issued.

**LAB TIME:**

Faculty that can assist in student learning are available in the Nursing Laboratory HLC 114. Hours of operation change each semester and are posted on room doors. Tutors may be available through Center for Student Success that can help provide test taking techniques and other learning tools. Please see the instructor as early as possible if you are someone who believes you are in need of these services. Faculty office hours are available and posted on the office door and on your JetNet NUR 276 course home screen. Keeping communication open is paramount to continued student success.

**CLINICAL WRITTEN WORK REQUIREMENTS:**

The student will be expected to do electronic Nursing Process Report(s) (e-NPR) on clients assigned in the acute care clinical setting (both Pediatrics and ER), or as assigned by the instructor. All clinical paperwork in these areas are to be completed within the SimChart® EHR program.

**Clinical written work is to be submitted per SimChart®. Please refer to program Quick Guides on submitting and reviewing Notes Documentation** *[Provided To You As A Handout Within the Course Pack and Also Available on your JetNet course home screen]*. Students should be familiar with the SimChart® Student Resources/**Getting Started** section including reviewing or re-watching the 24 minute video: > **Watch: Student Orientation** Other required resources provided in the **Getting Started** section include:

- **Quick Tips for Students.pdf**
- **Finding Your Saved Work.pdf**
- **Accessing Grades and Instructor Feedback.pdf**

*\*These resources may be accessed on the NUR 276 JetNet course homepage & Elsevier SimChart program online and then saved to your desktop, or printed for reference according to your learning preference.*

**Components of the E-NPR:****Child Assessment Diagnostic Information:**

- Self-Care Requisites (Universal, Developmental and Health Deviation)
    - Health History, Home Medications, Allergies, Nutritional Screening**
  - Subjective/Objective Data
    - Symptom Analysis Using COLDSPA criteria**
    - Vital Signs**
    - Complete Head to Toe Assessment** (\*Written as you would speak it in NUR 245 Final HTT)
  - Pathophysiology of Disease Process
  - Miscellaneous Nurses Notes**
    - Pathophysiology free text (\*spelling counts!)
    - SBAR** report for your shift
  - Priority Needs (Nursing Diagnosis)
    - Care Plan** related to client priority diagnosis during your shift
  - Educational Demands
    - Patient Teaching** done during your clinical encounter
- \*Medications/Lab Values will be done as a written handout the day of clinical and reviewed

**LYLE TORRANT CENTER REFLECTIVE ASSESSMENT:**

To receive credit for this experience, students must attend clinical at the Lyle Tarrant Center and write up a one to two-page double spaced document reflection about his/her learning while there. An assignment rubric of what to include in the write up are provided as a handout and posted to the JetNet home screen for this course. Students are required to address one topic listed within each section of the handout; Provider of Care, Manager of Care and Member of the Profession. Correct spelling and APA citations will count in the overall presentation of the report.

***\*Failure to turn in any/all clinical paperwork on time to the expected instructor  
WILL result in a written clinical warning notice\****

**Grading:****CLINICAL EVALUATION TOOL**

The student clinical assessment and evaluation tool presents all mandatory clinical objectives which the student must satisfactorily attain in order to pass the course. Students will be evaluated according to a Satisfactory (S) or Unsatisfactorily (US) grading criteria.

The student is required to journal each clinical experience on a weekly basis reflecting on what he/she has learned that directly applies to their growth in nursing skills and practice. Clinical instructors will provide weekly comments and suggestion for clinical growth. **Failure to turn in or journal experiences on the clinical evaluation will result in a warning notice and a reduction in course grade of .5%.**

If clinical objectives are not met, the clinical grade will be unsatisfactory (US) and the maximum course grade the student can achieve will be a 1.5. No grade will be given to any student who misses a clinical day, the final grade will remain an (I) until missed time is successfully completed.

**REQUIREMENTS:**

Students must receive a 2.0 grade in the course **AND** a satisfactory in clinical to continue in the nursing program. See the Nursing Handbook for further information. The course grade that a student earns will be based on (S)atisfactory: performance in the clinical setting, completing clinical assignments, and professional active participation in community settings reported each week within the Clinical Performance Assessment/Evaluation. The numeric grade will be determined from the examinations and team assignments that are given throughout the course.

**GRADING SCALE:** *The grading scale for this course follows the AAS-N Handbook, which is as follows:*

4.0	> 94%	
3.5	90-93%	
3.0	86-89%	
2.5	82-85%	
<b>2.0</b>	<b>78-81%</b>	<b>➔ required to progress to other levels in nursing program.</b>
1.5	74-77%	
1.0	70-73%	

Students must earn a minimum of 78% on the theory examination component AND an overall 78% average in the course including a (S)atisfactory in clinical to pass the course. Although the student may pass the course with less than 78% average on individual quizzes, group work, or team assignments, the student should be aware that the grade in all components will still be averaged into the final grade.

A student who earns less than a 78% average on the test component or less than a 78% average on all components averaged together, or an (U)nsatisfactory in clinical, will receive a maximum grade of 1.5.

### ACADEMIC HONESTY:

Nurses are highly regarded as trusted professionals. We are committed to the ideals that honesty and integrity are essential qualities for the profession of nursing. Here at Jackson College each of us has a personal responsibility to strive for veracity, integrity, and trust in our work and relationships.

Academic integrity and honesty is expected of all students. Any student found to be cheating on an exam, quiz, or other assessment will be subjected to corrective action in accordance with the level of infraction outlined in the JC Nursing Handbook and JC Academic Honesty Policy. Corrective action may include receiving a maximum grade of 1.5 for the course in mention or possibly permanent removal from the program.

CHEATING and serious violation of responsible technology use (see the Social Media/Simulation Lab Policy) can take on many forms. These may include but are not limited to:

- Bringing an answer source to the testing site. This could be a cheat sheet, your cell phone, etc.
- Copying answers or work from another student's test or project.
- Making copies or taking cell phone pictures of test or course materials including PowerPoint presentations.
- Changing an answer or work after submission.
- Sharing test information, test answers and content with someone who has not yet taken the test.
- Uploading prohibited course materials to any internet site or facilitating others to do so. Periodic audits of the internet are performed. All course materials have been specifically prohibited for distribution by instructors unless specifically indicated otherwise. This includes but is not limited to graded quizzes and exams, group work answers, etc., along with any questions that are or might be intended for future quizzes and exams.
- Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of exams, quizzes, midterm projects, or other academic work; stealing or using another student's work; using information from or possessing exams/quizzes that a faculty member did not authorize for release to students.
- Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct; providing others with course materials to be uploaded digitally or to be shared manually.
- Taking quizzes with another student. Quizzes are to be done individually - do not share answers with others in person, through e-mail or on the phone. Sharing answers is considered cheating and will be treated as such.

- **Plagiarism is a form of cheating.** Academic dishonesty in the online learning environment may involve but is not limited to:
  - Submitting a paper written by someone else (obtained from the web or a fellow student).
  - Submitting e-documentation that is determined by the faculty to be completed by another person, and/or duplicated from previously completed/graded work and presented as one's own.
  - **Using direct quotes, copying and pasting online information into forum postings or group papers without proper citation.**

Additional areas of concern specific to nursing include but are not limited to:

- Covering up or not reporting a clinical error.
- Charting something complete that was not done.
- Altering any legal documents.
- Deviation from an accepted Standard of Care or Standard of Practice.
- Any form of lying/misrepresentation to faculty, health team members or others.
  - **Lie (\*lying):** 1. A false statement deliberately presented as being true; a falsehood. 2. Something meant to deceive or give a wrong impression. 3. To present false information with the intention of deceiving. 4. To convey a false image or impression. 5. To cause to be in a specific condition or affect in a specific way by telling falsehoods.

The American Heritage Dictionary of the English Language, Fourth Edition. Copyright ©2011 by Houghton Mifflin Harcourt Publishing Company. Definition. Retrieved from <http://ahdictionary.com/word/search.html?q=lying>

**Not everything is cheating. Some examples of acceptable practices include:**

- Sharing ideas, clarifications and references in group study forums.
- Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not. All personal communication or Web references.

\*If you are unsure if a practice might be considered cheating or plagiarism, please check with the instructor and/or do not engage in that practice. \*Remember that failing a course because of cheating/lying may mean permanent dismissal from the program.

### **THE BEST POLICY IS ALWAYS HONESTY AND INTEGRITY**

#### **NUR 276 Student Course Performance Objectives:**

##### **PROVIDER OF CARE:**

1. **Assess the self-care requisites, (universal, developmental and health deviation).**
  - *Understands and differentiates the adult vs. child physical assessment and can accommodate nursing actions for competent care delivery.*
  
2. **Assess the self-care deficits (cognitive, physiologic, psychological, moral, and sociological) with the client who is ill.**
  - *Identifies self-care deficits of children and their families on assessment in both wellness and illness.*
  - *Is able to correctly identify the priority assessment interventions according to recommended anticipatory guidance measures to ensure child safety.*

3. **Plans and demonstrates the appropriate activities of the nursing system in meeting the client's self-care deficits.**
    - *Identifies interventions which are individualized and appropriate to client's developmental level.*
    - *Identifies individualized patient centered nursing actions to help meet identified goals.*
    - *Clusters assessment data to evaluate client progression toward overall health care goals as defined in care pathways.*
    - *Conceptualizes and supports client's developmental stage which may be impacted due to illness on attainment of tasks.*
    - *Develops NANDA approved care goals that are patient-centered, measurable, and consistent with the institution's standards.*
  
  4. **Evaluates the nursing system utilizing scientific principles, maternal-child professional, legal and ethical standards.**
    - *Incorporates use of self-assessment for professional growth.*
    - *Demonstrates understanding of Quality Improvement and Safety competencies as ways of improving patient care within organizations.*
  
  5. **Maintains a safe and therapeutic environment as a dependent care provider and as a nurse agent.**
    - *Arrives on clinical site with required equipment, paper work, clinical handbook & resources to deliver safe patient care.*
    - *Arrives at clinical on time, prepared as assigned and appropriately dressed each day.*
    - *Completes all medical record and medication reviews prior to physical assessment and delivery of care. (As appropriate per clinical site)*
    - *Integrates supportive data (labs/diagnostics) and developmental level appropriateness when administering medications.*
    - *Looks up all new procedures according to institution policy before performing.*
    - *Pathophysiology/Rationale -specific and based on sound Maternal - Child resources.*
  
  6. **Promotes health and health maintenance throughout the life cycle.**
    - *Provides therapeutic care to client who is unable to meet own self care needs.*
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#### **MANAGER OF CARE:**

1. **Communicates effectively and collaborates with members of health team using appropriate verbal and written methods.**
  - *Discusses plan of care with instructor and RN prior to the delivery of care.*
  - *Administers medications safely and on time utilizing the 6 rights of medication administration standards.*
  - *Completes all care and documentation according to pediatric unit standards before leaving unit and at end of shift. Reports to instructor and RN before leaving unit.*

2. **Identifies community resources, which assist the client/family in meeting their self-care demands.**
    - *Enlist family/patient support and education in nursing actions.*
    - *Utilizes critical thinking skills in enlisting patient, family & community agencies in meeting client needs.*
    - *Identifies teaching needs, appropriate referral and resources for child and family member.*
    - *Includes patient and family in decisions about care & teaching needs.*
    - *Communicates effectively with staff, patients, instructor, family members, and peers.*
  
  3. **Demonstrates behavior that exhibits the role of a novice manager within a structured setting.**
    - *Listens to report each day and clarifies student role with RN before providing care.*
    - *Keeps instructor and RN informed of patients' status continuously.*
    - *Notifies instructor and RN of new abnormal findings immediately.*
    - *Seeks instructor assistance for all new procedures.*
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#### **MEMBER OF PROFESSION:**

1. **Accurately discusses the relationship of the legal and professional role and scope of the Associate Degree Nurse graduate in relation to the practice of childrearing and nursing.**
  - *Consider all information gathered related to patient protected health information as confidential and may not be copied to any external memory device of any kind for any reason.*
  - *Conducts Nursing Services in accordance with college, state and federal practice standards as outlined in: Michigan Nursing Practice Act, ANA Nurse's code of Ethics, AAS-N Student Handbook, HIPAA, HITECH, CMS, and Joint Commission.*
  
2. **Demonstrates behaviors, which are characteristics of a professional.**
  - *Demonstrates professional and ethical behavior at all times*
  - *Accurately, thoroughly documents medications, graphic and assessment data according to EMR organizational standards, and seeks faculty co-signature with any documentation errors incurred.*
  
  - *Accurately discusses the relationship of the legal and professional role and scope of the AAS-N graduate in relation to the practice of maternal-child nursing regardless of the setting in which care is delivered.*
  
3. **Demonstrates behavior that reflects self-learning and self-growth as a member of a profession.**
  - *Demeanor on clinical unit demonstrates a desire and/or objective to seek out new experiences and advance knowledge base.*
  
  - *Receives constructive feedback, accepts responsibility for individual actions, develops and implements a plan to change.*
    - *Utilizes the evaluation process of the Nursing Process for self-growth and awareness and as a basis for the ongoing evaluation of safe, competent care.*

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**JC Nursing Program Level Outcome Objectives:**

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**Provider of Care:**

- Develops a partially-compensatory nursing plan of care for an ill client with self-care deficits in the pediatric setting.
- Collaborates with the health team to identify and manage safety risks in the clinical setting.
- Applies evidence-based practice to client care in various clinical settings
- Utilizes the nursing process with ill clients and their families who have actual or potential self-care deficits.

**Manager of Care:**

- Prioritizes and manages care for one or more patients with supportive-educative and partially compensatory needs

**Member of the Profession:**

- Identifies and adheres to standards of nursing practice appropriate to mental health and higher acuity settings.
- Integrates accountability for self-learning and self-growth with clinical practice as a student nurse.

**NURSING PROGRESSION POLICY /GRADING OF COURSES:**

*Students who withdraw or fail the course will not be allowed to progress to the next level. If the student wishes to repeat the course, s/he must write a letter to the Department Chairperson of Nursing and request a "space available" placement while detailing a plan to ensure their success in the program. See ADN Handbook for progression and grading policies.*