



## **Nursing Capstone**

### **NRS 240**

#### **2021-2022**

**Number of Credits:** 3

**Contact Hours:** • 23.4 hours class (1.56 BCH) • 64.8 clinical hours (4.32 hours BCH)

**Meeting Times:** Online including synchronous sessions

**Instructor:** Marina Martinez-Kratz, MS, RN, CNE

**Contact Phone:** 517-796-8556

**Contact Email:** martinemarinar@jccmi.edu

**Online Office Hours:** Big Blue Button by appointment

**Notes:** Email is the best way to contact instructor. Please email for pressing issues.

## **Course Description**

This course prepares students for the transition from student to graduate nurse through synthesis and evaluation of current health care trends, legal and ethical processes, and evidence-based practice. Clinical preceptorships designed to integrate theory, practice and professional socialization are included.

The Clinical Performance Guide will serve as a vehicle to evaluate the student's clinical judgment at the proficient level in order to protect and promote the health of the client. The student should be able to connect the theory taught in class

## **Prerequisite(s)**

- NRS 230 – Medical Surgical 3

<b>LECTURE SCHEDULE, HOMEWORK, CLINICAL ASSIGNMENTS, KAPLAN</b>			
<b>WEEK #</b>	<b>DATE</b>	<b>TOPIC</b>	<b>HOMEWORK/CLINICAL ASSIGNMENTS/KAPLAN</b>
<b>1</b>	<b>3/1/22-3/4/22</b>	ORIENTATION, EVIDENCE-BASED PRACTICE	Discussion Forum 1 Groupwork 1 Shadow Health Orientation Clinical Goals/Reflections Kaplan Diagnostic Test is open Start Preceptorship Hours 3/4/22
<b>MID-SEMESTER BREAK 3/7/22-3/13/22 NO PRECEPTORSHIP HOURS</b>			
<b>2</b>	<b>3/14/22-3/18/22</b>	THINKING LIKE A NURSE, DELEGATION, ADVANCING YOUR CAREER	Discussion Forum 2 Groupwork 2 Shadow Health 1 Clinical Goals/Reflections PICOT Question due 3/17/22 Kaplan Diagnostic Test closes 3/14/22 at 0800 Kaplan Review 3/14/22-3/16/22
<b>3</b>	<b>3/21/22-3/25/22</b>	NCLEX PREP, CHALLENGING WORKPLACE	Discussion Forum 3 Groupwork 3 Shadow Health 2 Clinical Goals/Reflections
<b>4</b>	<b>3/28/22-4/1/22</b>	LEGAL, RESOURCES, DISASTER PLANNING, QUALITY	Discussion Forum 4 Groupwork 4 Shadow Health 3 Clinical Goals/Reflections E-Portfolio Due 4/1/22

<b>5</b>	<b>4/4/22-4/8/22</b>	NURSE AS COMMUNICATOR, TEAM BUILDER, CONFLICT MANAGER	Discussion Forum 5 Groupwork 5 Shadow Health 4 Clinical Goals/Reflections NCLEX Success Plan Due 4/8/22 EBN Draft to Faculty Due 4/8/22 EBN Draft to Peer Editor 4/6/22 EBN Draft Feedback to Peer Author and Faculty 4/8/22
<b>6</b>	<b>4/11/22-4/15/22</b>	HEALTH POLICY, NURSE AS CHANGE AGENT AND ADVOCATE, QSEN, PROFESSIONALISM	Discussion Forum 6 Groupwork 6 Shadow Health 5 Clinical Goals/Reflections
<b>7</b>	<b>4/18/22-4/22/22</b>	LEADERSHIP/MANAGEMENT, SUPERVISION/EVALUATION	Discussion Forum 7 Groupwork 7 Shadow Health 6 Clinical Goals/Reflections Kaplan Predictor 4/20/22 at 9:00 am EBN Paper Due 4/22/22
<b>8</b>	<b>4/25/22-4/30/22</b>		Preceptorship Hours end 4/24/22 EBN Poster Virtual Presentations Scheduled 1:1 in BBB: 4/25, 4/26 Graduation 4/30/22

## Program Learning Outcomes

Program Learning Outcomes	Level Learning Outcome	Student Learning Outcome
Upon successful completion of the program, the graduate will:	Upon successful completion of the level, the student will:	Upon successful completion of the course, the student will:
<p><b>Human Flourishing</b></p> <p>Advocate for culturally diverse clients, families, significant others, and members of the healthcare team in ways that promote self-determination, integrity, and ongoing growth as human beings to reach their maximum potential in various healthcare environments throughout the lifespan.</p>	<p><b>Human Flourishing</b></p> <p>Advocate for culturally diverse, increasingly complex, critically ill and/or multiple clients and their families while providing culturally responsive, evidence based care in ways that promote self-determination, integrity, and ongoing growth.</p>	<p><b>Human Flourishing</b></p> <p>Refine and assimilate leadership skills to support culturally diverse clients and families experiencing stress, family crisis, and transitions to achieve maximum potential</p>
<p><b>Nursing Judgment</b></p> <p>1. Make judgments in practice, substantiated with evidence, that integrate nursing science into the provision of safe and quality care that promotes the health of clients throughout the lifespan.</p> <p>2. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement.</p>	<p><b>Nursing Judgment</b></p> <p>a. Using the nursing process and evidence-based practice, prioritizes and provides safe, quality, client-centered care for increasingly complex, critically ill, and/or multiple clients.</p> <p>b. Evaluate quality improvement and analysis of aggregate data for the increasing complex, critically ill and/or multiple clients.</p>	<p><b>Nursing Judgment</b></p> <p>a. Integrate available research evidence to support clinical judgment to direct care for the increasingly complex, critically ill, and/or multiple clients.</p> <p>b. Integrate research findings, quality indicator data, and/or other aggregate data sources as a basis for the ongoing evaluation of safe and competent nursing care.</p>
<p><b>Professional Identity</b></p>	<p><b>Professional Identity</b></p>	<p><b>Professional Identity</b></p>

<b>Program Learning Outcomes</b>	<b>Level Learning Outcome</b>	<b>Student Learning Outcome</b>
Implement one's role as a nurse in ways that reflect integrity, responsibility, legal and ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe quality care for culturally diverse clients throughout the lifespan.	<p>a. Integrate legal, ethical and practice standards into the care of increasingly complex, critically ill, and/or multiple clients.</p> <p>b. Transition from the role of student to that of a graduate nurse while developing leadership characteristics</p>	Value accountability in an intra-personal leadership role through integration of legal, ethical, and practice standards of nursing for increasingly complex, critically ill, and/or multiple clients.
<b>Spirit of Inquiry</b>  Evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients throughout the lifespan.	<b>Spirit of Inquiry</b>  Translate, question and challenge the status quo of research findings in collaboration with interprofessional healthcare teams to manage increasingly complex, critically ill, and/or multiple clients.	<b>Spirit of Inquiry</b>  Evaluate best practices while implementing evidence-based care including offering new insights in collaboration with inter-professional teams.

## Student Learning Outcomes

<b>Student Learning Outcomes</b>	<b>Behavioral Competencies</b>
Upon successful completion of the program, the graduate will:	
<b>Human Flourishing</b>  Refine and assimilate leadership skills to support culturally diverse clients and families experiencing stress, family crisis, and transitions to achieve maximum potential.	<b>Human Flourishing</b> <ol style="list-style-type: none"> <li>1. Direct and prioritize culturally responsive nursing care to the increasingly complex, critically ill, and/or multiple clients based on present bio-psycho-social-cultural-spiritual situation.</li> <li>2. Structure a comprehensive plan of care that holistically addresses the needs of the increasingly complex, critically ill client, encompassing the impact of illness, hospitalization, and treatment on the family unit.</li> </ol>
<b>Nursing Judgment</b>	<b>Nursing Judgment</b>

Student Learning Outcomes	Behavioral Competencies
<ol style="list-style-type: none"> <li>1. Integrate available research evidence to support clinical judgment to direct care for the increasingly complex, critically ill, and/or multiple clients.</li> <li>2. Integrate research findings, quality indicator data, and/or other aggregate data sources as a basis for the ongoing evaluation of safe and competent nursing care.</li> </ol>	<ol style="list-style-type: none"> <li>1. Integrates evidence, clinical judgment, and inter-professional perspectives in planning, implementing, and evaluating outcomes of care.</li> <li>2. Integrate quality indicator data into the ongoing assessment and evaluation of nursing care.</li> <li>3. Utilize professional communication techniques in verbal, written, and electronic formats.</li> </ol>
<p><b>Professional Identity</b></p> <p>Value accountability in an intra-personal leadership role through integration of legal, ethical, and practice standards of nursing for increasingly complex, critically ill, and/or multiple clients.</p>	<p><b>Professional Identity</b></p> <ol style="list-style-type: none"> <li>1. Reflect on behaviors that are characteristic of the leadership role in a nursing system.</li> <li>2. Distinguish legal, ethical, and political processes as well as the practice standards that impact client care and nursing systems.</li> </ol>
<p><b>Spirit of Inquiry</b></p> <p>Evaluate best practices while implementing evidence-based care including offering new insights in collaboration with inter-professional teams.</p>	<p><b>Spirit of Inquiry</b></p> <ol style="list-style-type: none"> <li>1. Utilizing self-assessment and clinical debriefing, begin to challenge the status quo.</li> <li>2. Formulate and research a clinical evidence-based question and present evidence in multiple formats.</li> </ol>

## Textbook

### REQUIRED TEXT:

- Michigan Nurses Association. Professional and Legal Regulation of Nursing Practice in Michigan, 5th edition. MNA, 2021. This text is not available in digital format.

**TEXTBOOK:** The required textbooks is not available in a digital format from the bookstore or publisher.

**OPTIONAL TEXTBOOKS and RESOURCES: Textbook Zero:** All optional textbooks are available in a digital format from the bookstore or publisher.

- Cherry, Barbara and Jacob, Susan, R. Contemporary Nursing: Issues, Trends, & Management, 8<sup>th</sup> Ed. Elsevier, 2019.
- An NCLEX-RN State Board review book: The Kaplan Review Book (given in Kaplan Course), MEDS publishing, Lippincott, or Saunders recommended.
- Nursing Diagnosis Text: Nursing Diagnosis Handbook, 12th Edition by Betty J. Ackley, MSN, EdS, RN, Gail B. Ladwig, MSN, RN, Mary Beth Makic, PhD, RN, CCNS, FAAN, FNAP, Marina Martinez-Kratz, MS, RN, CNE and Melody Zanotti ISBN: 9780323551120 Copyright: 2020
- Nursing Drug Reference Book of Choice and diagnostic test manual.

### **BibliU Access**

- Please [review the cost of your required materials](#) to determine the best option for you to purchase your materials.
- For more information on the BibliU Program, you can view the [view the frequently asked questions](#).

If after reviewing the costs, you choose to opt out, you may do so here: [www.jccmi.edu/optout](http://www.jccmi.edu/optout). Please note your opt out selection is for your entire semester schedule. You cannot opt out and opt into individual courses. And you must opt out by the due date for your first class.

If you have questions about materials, please contact the Jackson College Jets Store at [jetsstore@jccmi.edu](mailto:jetsstore@jccmi.edu). For account billing questions, please contact the Jackson College Cashier at [jccashier@jccmi.edu](mailto:jccashier@jccmi.edu).

### **Additional Supplies**

Not applicable.

### **Student Evaluation Criteria**

The grade that the student earns will be determined from the examinations, quizzes, and any other assignments that are part of the course. An unsatisfactory performance in either theory or clinical practice will constitute failure in the course. If the failure is in clinical, the student will receive a 1.5 grade that cannot be made up other than by repeating the entire NRS 240 Nursing Capstone course, class, and clinical subject to the Nursing Department readmission policy.

<b>Evaluation Method</b>	<b>Type</b>
Course Requirements	E-Portfolio, NCLEX Success Plan, Evidence-Based Nursing Project and Presentation
Other Assignments	Discussion Forum, Groupwork, Shadow Health, Dosage Calculation Competency
Other	See the Nursing Handbook for evaluation behaviors based on the Code of Nursing. The minimal clinical competencies for the course are listed with the Clinical Performance Guide.

## Grading Scale

Theory evaluation will be based on completion of Course Requirements. Points are weighted and will accrue toward the final percentage grade. A grading point summary form is posted on the course site and also in this syllabus.

**The grading scale for the course is as follows:**

<b>GPA</b>	<b>GRADE RANGE</b>
4.0	94-100%
3.5	90-93%
3.0	86-89%
2.5	82-85%
2.0	78-81%
1.5	74-77%
1.0	70-73%
0.5	66-69%
0.0	0-66%

When calculating final grades if the percentage includes a decimal, 0.5 or more the grade will be rounded up to the next whole number (e.g., 83.5=84). If a decimal grade of 0.4 or less is calculated the grade will be rounded down to the nearest whole number (e.g. 83.4 = 83).

## Jackson College Nursing Student Handbook – AAS-N

All AAS-N students are responsible for accessing and reviewing the general policies and procedures section of the current online edition of the Nursing Student Handbook at the beginning of each course.

- Attendance Policy
- Cell Phones
- Testing – Course Exams
  - Testing Guidelines for Students
  - Online Testing Guidelines
  - Test Make-Up
  - Dosage Calculation Competency Policy
- Academic Integrity and Honesty Policy
- Civility
- Uniform Policy
- Simulation Expectations
- Smoking
- Mandatory Health Data/CPR Certification
- Student Health Issues/Latex Allergy
- Exposure Incidence and Diseases
- Accidents (Including Needle Sticks)

Link to Handbook: [Jackson College Nursing Student Handbook - AAS-N](#)

## Student Responsibilities: Class Requirements

### Attendance

Attendance in class is not required, but it is HIGHLY recommended. Students will be required to log into the course weekly and complete the assignments. The instructor will hold bi-weekly synchronous sessions on Thursdays. Lecture content will be delivered through taped PowerPoint presentations. The presentations will be uploaded and ready to view by the start of the course. Students are responsible for reviewing the presentations. Students are responsible for all content delivered during the taped lectures and through additional assignments.

### Course Requirements

#### E-PORTFOLIO

Each student will prepare an electronic portfolio that summarizes his/her professional abilities. The portfolio will account for 15% of the course grade. It should include a mission statement, resume, exemplary care plans, formal papers, professional awards, references and any other evidence of excellence for potential employers. See the Portfolio Guidelines and Rubric document on the course site.

#### NCLEX SUCCESS PLAN and PREPARATION

Each student will develop and submit a personal success plan for NCLEX preparation - the NCLEX Success Plan. The plan will account for **15%** of the final course grade. See the NCLEX Success Plan Rubric document on the course site.

Attending the Kaplan NCLEX review course will be required for nursing program completion. SEE COURSE SCHEDULE FOR THE DATES OF THE REVIEW COURSE. ***Please note that you cannot schedule preceptorship hours on these dates.***

### **SHADOW HEALTH**

NRS 240 will use Shadow Health's Digital Clinical Experiences. Shadow Health provides leadership clinical simulations designed to improve your knowledge and skills in a safe learning environment. There are 6 clinical simulations to complete as well as an orientation video for this course. Upon completion of each Digital Clinical Experience (DCE) you will receive a DCE score in the form of a percentage. Each DCE assignment is worth 10 points and overall **the DCEs are worth 10% of your final grade**. The DCEs have due dates with flexible turn in. This means you can choose to submit your best score by the established due date.

### **EVIDENCE-BASED NURSING PROJECT**

Students will individually search the nursing literature to develop and answer a clinical question developed in PICOT format. Research findings will be presented formally in a scholarly paper and poster presentation. This project and presentation will be part of the course grade. See the project guidelines, rubric and the many PICOT resources on the course site. This assignment is worth **40%** of your final grade.

### **Additional Assignments**

Additional Assignments: The additional assignments will be due weekly on Friday evenings by 11:59 pm of the week assigned.

### **FORUM DISCUSSION**

Forum discussions are one way we "***participate***" in an online class. It is important that students post thoughtful messages that contribute to the collective understanding of the assigned topic. Posts that state "I agree," and "Me, too" are not acceptable and will not earn any points. Participation in discussions is worth up to **10%** of your final grade. After the due date for the discussion, students will be graded on their overall participation in that discussion thread using a rubric that is posted on the course site. Late posts (after the due date) are welcome for their intellectual value but will not be graded. See the Discussion Rubric document for guidance on posting.

### **GW, CASE STUDIES AND THINKING LIKE A NURSE EXERCISES**

Weekly "Thinking like a nurse" exercises will assist with understanding of course material. Completion of GW/HW assignments is worth up to **10%** of your final grade.

Students who do not submit the class assignments by the due date and time will receive no credit.

## **Course Communications**

Course communications will be made through JetNet and the Jackson College email system. All students must utilize their JC email when sending email communications to faculty regarding the course and clinical. It is the student's responsible to check email at least three times per week. Students are accountable for all communications made via email.

## **Written Work**

Written work should be neatly done using proper grammar, spelling and punctuation, and sentence structure. Written work with three or more spelling errors or with improper sentence structure will be graded as unsatisfactory.

## **Reading Assignments**

Reading assignments (text, assigned articles, handouts, etc.) should be read for understanding before coming to synchronous sessions or attempting quizzes or other assigned work. Students are encouraged to seek clarification of course content through email or in the synchronous sessions.

## **Kaplan Testing**

You will take 1 Kaplan Predictor Exam and 1 Kaplan Diagnostic Exam in this course. SEE CLASS SCHEDULE FOR KAPLAN DATES. The Kaplan Predictor and Diagnostic exams are not graded. However, a remediation plan for the Kaplan Diagnostic exam and the Kaplan Predictor exam should be addressed in your NCLEX Success Plan and added to your NCLEX study. Formal remediation of 1 minute per question is required for the Kaplan Trainers 1, 2, and 3 is required to pass this course. Testing for the Kaplan Predictor exam will occur in the Testing Lab on Central Campus. The Kaplan Diagnostic and Kaplan Trainers are taken at home from your own computer.

Exams dates are as follows:

- Kaplan Diagnostic Test, open 2/21/22 – 3/14/22
- Kaplan Predictor A 4/20/22

## **Dosage Calculation Competency Quiz**

Per Nursing department policy, a Dosage Calculation Competency quiz will be administered in this course. The Dosage Calculation Competency Quiz is a 10-question, 30-minute quiz. Students must achieve a score greater than or equal to 90% with a maximum of 3 attempts.

## **Student Responsibilities: Clinical Requirements**

- Attendance in clinical is required and is very important. All missed clinical days must be made up. Please refer to the attendance policy in the Jackson College Student Nursing Handbook – AAS-N.

- The student is required to call the clinical unit, preceptor, and clinical instructor before clinical starts if she/he will be absent or late. Excessive tardiness, defined as being late two times in the clinical area will result in a warning notice as outlined in the Nursing Handbook. Students may not be late due to COVID-19 screening procedures.
- The student must come prepared to the clinical area. If the student comes unprepared, she/he will be given a performance notice warning and will be sent home from clinical resulting in an absence that must be made up. If there is a second incidence, the student will receive an additional performance notice in addition to being sent home from clinical resulting in another absence that must be made up. If there is a third incidence of unsatisfactory clinical preparation, the student will fail the clinical portion of the class.
- The students should be attired and groomed as defined in the Nursing Handbook. The instructor reserves the right to determine appropriate dress in any given situation based on the uniform policy.
- The Clinical Performance Guide (CPG) presents all clinical objectives as identified in the clinical evaluation tool in addition to detailing skills and abilities that will further assist the individual student to satisfactorily meet clinical objectives, actively engage in his/her own self-assessment, demonstrate accountability for learning and promote self-growth. The student's weekly recording in the CPG provides both faculty and the student with a method to monitor the student's experience and progression toward meeting clinical objectives. The individual student and faculty will jointly review the student's self-assessment and progress as noted in the CPG in the faculty's evaluation of the student's satisfactory attainment of clinical objectives. Satisfactory (S), Unsatisfactory (U), Not applicable/Not available (NA), with detailed comments will be used as grading criteria.
- The CPG presents 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 unsatisfactory (U) grading criteria. If the clinical objectives are not met, the clinical grade will be unsatisfactory, and the course grade will be a failure of 1.5.
- CELL PHONE AND TEXTING POLICY: Cell phone calls and texting are not appropriate in the clinical setting due to the risk of distractors, errors, and HIPAA violations. Unit phone numbers are available in case of emergency.
- Alternative clinical assignments may be assigned to students during the semester. These assignments must be completed by the end of the clinical day and should be viewed as a clinical day.
- Clinical Assignments: The student's clinical assignments will include:
  - Weekly Clinical Goals and Reflections

- Transformational Leadership Simulation

Each clinical instructor will notify students of the deadline for submission of the clinical paperwork. Failure to submit clinical assignments will result in a Clinical Performance Notice.

- AGENCY POLICIES: It is the student's responsibility to be informed and adhere to agency policies such as student parking, orientation modules, smoking, cell phones, and HIPPA. Failure to follow agency policy can result in the agency prohibiting the student from continuing the clinical experience at said agency. This may result in course failure and/or dismissal from the JC nursing program.
- Due to the COVID-19 Pandemic new guidelines have been put in place. All students must adhere to the following:
  - Report recent travel and any recent exposure to a person known to have an active COVID-19 infection.
  - Follow [CDC guidelines](#) if they have recovered from COVID-19:
  - Contact a faculty member at a minimum one hour prior to clinical experience if they feel ill (including fever, cough, shortness of breath and/or sore throat, etc.)
  - Follow the [appropriate procedure for donning and doffing PPE](#) (without touching face or mask)
  - Maintain social distancing and use physical barriers when possible
  - Maintain respiratory etiquette, including covering coughs and sneezes (with tissue or upper sleeve/elbow after which must sanitize hands).
  - Avoid touching any part of the head including face/mouth/eyes/mask/face shield.
  - Pre and Post conferences may require the student to participate remotely via Zoom/BBB (per faculty instruction). Pre and Post conferences should not occur in the clinical area to avoid congregations of larger groups.
  - Students may be required to scan and then upload assignments/clinical worksheets to course site as attachments (per faculty instruction).
  - Wear freshly laundered scrubs for each clinical experience.
  - Prior to, during and upon completion of simulation clinical experiences it is expected that the student will disinfect clinical areas as well as institution/personal equipment.
  - Arrive to each experience with as little as possible physical affects:

- No phone in simulation/clinical areas. Students will be given simulation/clinical unit phone # for emergencies
- No jewelry
- One piece of paper that guides through prep and simulation/clinical day
- Food/water packaged in disposable containers
- stethoscope
- pen
- watch
- eyeglasses
- pocket size 60% alcohol or hand sanitizer for personal use
- PPE with storage container for re-using mask/shield (as and only if instructed by faculty).

## Instructional Methods

Theory	Clinical
<ul style="list-style-type: none"> <li>• Collaborative Groupwork</li> <li>• Case studies</li> <li>• Lecture</li> <li>• PowerPoint presentations</li> <li>• Student Poster presentations</li> <li>• Discussion: asynchronous and face to face</li> <li>• Demonstration</li> <li>• Assigned and optional readings</li> <li>• Digital simulations</li> <li>• NCLEX Style Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Preceptorship</li> <li>• Weekly goals and reflections</li> <li>• Digital Simulations</li> <li>• Pre-briefing</li> <li>• Debriefing</li> </ul>

Theory	Clinical
<ul style="list-style-type: none"> <li>• Digital learning activities</li> <li>• Clinical reasoning and critical thinking exercises</li> <li>• Audiovisual and interactive materials</li> <li>• Writing projects</li> <li>• Electronic Database research for project literature search</li> <li>• EBN Project</li> <li>• E-Portfolio</li> <li>• Kaplan</li> </ul>	

## Help: Available Learning Services

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Learning Support Services as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Tutors are sometimes available through Center for Student Success in Bert Walker Hall for Nursing. The Center for Student Success can help students with academic and personal problems. If you feel the need to talk with the faculty, their office hours are available and posted on their office doors. Keeping communication open assists both student and faculty.

## Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail [JCCSS@jccmi.edu](mailto:JCCSS@jccmi.edu) or visit the [Accommodations for Students with Disabilities](#) web page

## Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed

to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at [JCCSS@jccmi.edu](mailto:JCCSS@jccmi.edu) or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

## Technical Assistance

For technical assistance, please contact the Jackson College Solution Center. All technical work requests are initiated through the following venues:

- E-mail: [jcsolutioncenter@jccmi.edu](mailto:jcsolutioncenter@jccmi.edu)
- Phone: 517.796.8639
- Walk-in: Atkinson Hall, Room 203
- After Hours Emergency Assistance: Please call 517.796.8639 for further directions on after hours emergency assistance.

## Attendance Policy

In compliance with Federal Title IV funding requirements, as well as college initiatives, instructors will take attendance at each scheduled meeting time. Students will be automatically dropped if, within the first week of class, they do not attend class or do not engage in academic activity of an online class. If a student has not engaged in academic activity over a two-week timeframe, instructors will input a last date of attendance for that student, who will then be administratively withdrawn.

## Nursing Progression Policy

See the Nursing Handbook for progression policies. The student must earn a 2.0 grade in theory and a satisfactory in clinical to pass the course. Students who withdraw or fail this course cannot progress to the next scheduled course. Consult the handbook for current Progression/Readmission policy.

## Grade Point Summary

<b>Assignments</b>	<b>Points &amp; Weighted %</b>	<b>Your weighted %</b>
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1. Group Work, Homework	35/10%	
2. NCLEX Success Plan with Kaplan Plan	50/15%	
3. Shadow Health	60/10%	
3. Discussions	35/10%	
4. E-Portfolio	75/15%	
5. EBN Project & Presentation	175/40%	
6. Final Grade add your weighted % from 1 through 6 together for total percentage.		

You must submit by the due date to get credit for discussion and GW/HW. Please see grading rubrics for EBN, E-Portfolio, NCLEX Success, and Discussion. The 6 Shadow Health assignments are each worth 10 points.

Students are required to maintain current documentation of CPR/TB/Immunizations prior to clinical in the nursing office to avoid a 3% reduction in the total grade in NRS 240. It is the student's responsibility to maintain these records without reminders from faculty.

## **Graduation Application**

Submit your graduation application prior to the due date, preferably before your planned final semester, to ensure that you have all the requirements you need to be on track to graduate. You can download a graduation application from the JC website.

## **NRS 240 Medication Administration Guidelines**

- Use the guidelines as posted in the Preceptor-Student Manual.

## **NRS 240 Nursing Capstone Clinical Guidelines**

### **Goals**

- Be fully present and always engaged in the clinical setting.
- Demonstrate clinical reasoning, clinical judgement, critical thinking and multiple ways of thinking in provision of nursing care.
- Practice appropriate surveillance and vigilance to ensure client safety.
- Demonstrate competency in technical skills.
- Safely administer medications, including supervised intravenous medications.
- Communicate effectively and professionally with the health care team, including calling physicians and taking telephone orders accurately.
- Demonstrate accountable delegation that includes delegation of appropriate activities to licensed and unlicensed personnel, supervision of delegated activities and assessment and follow-up evaluation.
- Document all care according to agency policy.
- Coordinate discharge plans with the health care team and provide discharge teaching as needed.
- Always behave in a professionally in the clinical setting.
- Demonstrate time management and prioritization skills when caring for a team of clients.
- The student will provide appropriate client teaching that reflects developmental stage, age, culture, spirituality, client preferences, and health literacy considerations to foster client engagement in care.

**Students will NOT:**

- Complete clinical hours without clinical instructor approval.
- Obtain or administer blood or blood products.
- Administer IV medication without Preceptor present.
- Administer IV push medications via central lines or PICC lines.
- Act as staff to supervise clients or accompany clients off the unit.
- Witness legal documents per hospital policy.
- Independently call physicians, take or note physician's orders.

**COURSE SYLLABUS ATTESTATION FORM**  
**NRS Course Syllabus Attestation Completion Form**

**NRS 240 Nursing Capstone**

**Please Check All That Apply:**

I have accessed and reviewed the general policies and procedures section of the current online edition of the Nursing Student Handbook.

I have read the complete syllabus, weekly schedule and reviewed all resource materials for NRS 240.

I have reviewed the NRS 240 Clinical Guidelines, Medication Administration Guidelines and COVID-19 Pandemic Guidelines.

I understand that it is my responsibility to maintain updated records of immunizations and BLS certification in ACEMAPP and CastleBranch. Failure to comply with the health care requirements may result in an unexcused clinical absence and possible failure of the course. Failure to submit the required documents at the beginning of each semester will result in a 3% deduction in the final course grade.

I will adhere to the guidelines for Responsible Use of Technology at Jackson College at all times while I am a student of the nursing program. I understand if I violate these policies I may be dismissed from the course and/or nursing program.

I understand that all types of electronic devices may not be appropriate at certain times within this course and that it is not permissible to take photos of any course PowerPoints, or any other form of lecture/online materials without expressed permission from my instructor. Failure to abide by this policy may result in dismissal from the course. No exceptions!!

All my questions related to course resources have been answered at this time. I understand the information contained within the resources and will adhere to any additional course, JC Nursing Department and, or College policies not mentioned in this document that may apply to my status as a student in NRS 240.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Please print this form and submit to the drop box by the first week of class.***