



Course Name NRS 211 Care of Women and Neonates

Course number and section NRS 211 (Sections 150 and 150, Clinical Sections for NRS 2111 as well)

Number of Credits: 3 credits and 2 BCH

Days Class Meets: 30 Classroom Contact Hours – This course is Virtual/Online

Meeting Times: Online/Virtual

Location/Venue: Online/Virtual

Instructor: Sarah Holda RN, MSN, NP-C

Contact Phone: 517-796-8514 (for use only during in person office hours)

Contact Email: holdasarahl@jccmi.edu

Online Office Hours: Justin Whiting Hall Office 221 on Tuesdays 1200-1500 and Virtually via Big Blue Button as scheduled by student and instructor.

Course Description

This course utilizes the nursing process to assist the student in collaborating with the client/family or other health care members to provide culturally responsive care during the childrearing experience. The student will

address care issues from a physiological, pathophysiological, and psychosocial context using clinical reasoning to provide safe and quality care for woman and neonates. Clinical experiences designed to reinforce theory are included in acute care clinical settings.

Prerequisite(s)

NRS 120, NRS 111, NRS 119, NRS 116

Course Goals

The goal of this course is to acquire a basic understanding of the Care of Women and Neonates.

Course Objectives

Course Outcomes/Objectives:

Program Learning Outcome	Level Learning Outcome	Student Learning Outcome
<p>Upon successful completion of the program, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence-based care for varied client populations 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>Nursing Judgment: a. Make judgments in practice, substantiated with evidence, that integrate nursing science into the</p>	<p>Upon successful completion of the level, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence-based care in ways that promote self-determination, integrity, and ongoing growth.</p> <p>Nursing Judgment: Prioritizes and provides safe, quality client-centered care for</p>	<p>Upon successful completion of the course, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence-based care for varied client populations in ways that promote self-determination, integrity, and ongoing growth.</p> <p>Nursing Judgment: Using the nursing process and evidence-based practice, prioritizes and provides safe,</p>

<p>provision of safe and quality care that promotes the health of clients through the lifespan.</p> <p>b. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement.</p> <p>Professional Identity: 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> <p>Spirit of Inquiry: 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.</p>	<p>stable clients utilizing Maslow's Hierarchy and the nursing process.</p> <p>Professional Identity: Apply legal, ethical, and practice standards while evolving within a professional nursing environment.</p> <p>Spirit of Inquiry:</p>	<p>quality client-centered care for varied client populations.</p> <p>Professional Identity: Demonstrate legal, ethical and practice standards in the care of varied client populations and advancing one's professional identity.</p> <p>Spirit of Inquiry:</p>
--	--	--

	Describe evidence-based practice in nursing including the rationale for its use.	Apply evidence-based practice standards to guide care of varied client populations.
--	--	---

Student Learning Outcomes	Behavioral Competencies
<p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence based</p>	<ol style="list-style-type: none"> 1. Implement the client's and family's self-identified birthing preferences supported by evidence-based practice. 2. Deliver culturally responsive care to assist

care for varied client populations in ways that promote self-determination, integrity, and ongoing growth.

Nursing Judgment:

Using the nursing process and evidence-based practice, prioritizes and provides safe, quality client-centered care for varied client populations.

Professional Identity:

Demonstrate legal, ethical and practice standards in the care of varied client populations and advancing one's professional identity.

women in ways that help promote self-determination, integrity, and ongoing growth as human beings.

1. Use clinical reasoning to implement the nursing process to provide prioritized, safe, client-centered care.
2. Utilize professional communication techniques in verbal, written, and electronic formats.
1. Demonstrate knowledge of legal and ethical issues in the care of women and neonates.
2. Engage in the process of professional socialization in the care of women and neonates to expand one's professional identity.
3. Demonstrate the ability to research evidence based nursing care for women and neonates to improve quality outcomes.

Spirit of Inquiry:

Apply evidence based practice standards to guide care of varied client populations.

Jackson College's General Education Outcomes (GEO) and Essential Competencies (EC):

General education outcomes and essential competencies assess the student's attainment of skills obtained during their completion of a degree. These skills are determined consistent with the college mission and dispersed across a multitude of courses in the student's program. **Care of Women and Neonates contributes to embedding GEO 2 and GEO 7.**

Textbook

Maternal-Child Nursing. 5th Ed. Author: McKinney/ Saunders Elsevier Publishing ISBN: **978-0-323-40170-8**

[Learn about the new textbook program at JC](#)

For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu

Digital Format: This text is available in a digital format to rent or purchase through the JC Bookstore. Please see the links posted on your class JetNet site.

Extras

Jackson college Nursing Uniform is required for the clinical associated with this course (NRS 2111)

Exam Process- Respondus

To protect the fairness and integrity of the exams, students will be required to take exams using Respondus Lockdown Browser and Monitor. This is an online test proctoring software that requires a download to your computer. Training and practice of Respondus technology will be provided in advance of the first exam. A Mac or PC that has a webcam and microphone is required to use Respondus. If you do not have this technology, please contact your instructor right away. Students are expected to complete the Respondus Practice quiz on time. This is to give our IT department time to help troubleshoot issues **before** exam 1 begins. Failure to complete the Respondus quiz on time may result in instructor-initiated drop.

Grading Procedure

The student 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 regarding admission/readmission policies of the department. The course grade that the student earns will be based on satisfactory performance in the clinical setting, clinical assignments, nursing process reports, and Clinical Performance Guide. The numeric grade will be determined from unit examinations, presentation points, and the KAPLAN cumulative course content examination.

A student must earn a minimum of 78% in the unit test component of the course and a satisfactory in his/her clinical experience in order to receive any points achieved for the KAPLAN standardized testing component. Unit exams (6) will constitute 80% of the student's grade point total. Six in class assignments will be given. These will account for 5% of your course grade. Two Pathophysiology Papers will be completed (one on postpartum hemorrhage, the other on hyperbilirubinemia). These will make up 7% of your course grade. One 5- minute presentation on a topic related to care of women and neonates will be required and will constitute 5% of the course grade. Finally, the OB KAPLAN exam will make up the remaining 3% of your grade. Completing remediation 1:1 for each question is required and once done will allow you to achieve the points for Kaplan.

Grading Scale

GPA	GRADE RANGE
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	<66%

Failure

Course Failure:

1. Students must pass a Dosage Calculation Competency at 90% within three attempts. Failure to obtain 90% results in failure of the course.
2. Remediation of 1 minute per question for Kaplan must be completed within 24 hours of taking the Kaplan exam.
3. Academic dishonesty (see Academic Honesty policy)
4. 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. **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.**

Clinical Failure may result if the following are not followed:

1. 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.
2. Student interactions with clients are to be conducted on the clinical unit in a therapeutic manner which is representative of Maternal-Child Health principles.
3. Students are to take an active role in seeking out learning experiences and actively participating in opportunities for learning, i.e., patient admission, assisting in physical and observing diagnostic procedures. Students will be responsible for being knowledgeable of medications dispensed (indication for, usual dosage, usual side effects, and contraindications).

4. Students are to dress in clean, neat and professional uniform attire. Policies regarding approved uniform attire and earrings, nail polish are specified in the Nursing Program's student handbook.
5. Lunch (30 minutes) and breaks (15 minutes) are provided for students consistent with program guidelines. Each student is to assign 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 their clients will be maintained.
6. 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.
7. The student will assume responsibility for his/her own learning. This includes preparation for clinical and planned class 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.
8. **Due to patient confidentiality all cell phones and electronic communication devices must always be set to silent (and/or) vibration notification only 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.
9. **You MUST wear a mask and follow all COVID 19 restrictions/guidelines of the clinical site 100% of the time at clinical.**

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism

Plagiarism is defined as the failure to give credit for the use of material from outside sources.

Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating

Cheating is defined as obtaining answers/material from an outside source without authorization.

Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

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 or visit the [Center for Student Success web page](#).

Support

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.

Oasis Center

During a student's college experience, one might encounter situations that impact their learning environment. When these situations occur, support from the Oasis Center is available to provide short-term assistance. If the situation requires ongoing support, the Oasis Center staff can provide that level of support or will assist the individual in securing an outside agency to provide it.

For more information visit the Jackson College Oasis Center webpage <https://www.jccmi.edu/the-oasis-center/>

Health Clinic

Jackson College has partnered with Henry Ford Allegiance Health to offer healthcare to Jackson College students and employees. The Jackson College Health Clinic (JCHC) is located on Central Campus in the Justin Whiting Hall, Room 111. The caring and professional staff at the JCHC provides quality healthcare, including annual exams (physicals, program physicals and sports physicals), acute and chronic illness care and preventative health care (It's Your Life).

For more information visit the Jackson College Health Clinic webpage <https://www.jccmi.edu/health-clinic/>

Dental Clinic

Community members may utilize Jackson College Dental Hygiene Clinic, which offers dental hygiene services while helping students gain experience. Students work under the supervision of license dental hygiene instructor and dentist as they offer preventative services.

For more information visit the Jackson College Dental Clinic webpage <https://www.jccmi.edu/dental-hygiene/dental-hygiene-dental-clinic/>

Course Management

Preparation:

- Students are expected to have the reading for the week completed **PRIOR** to the class in which the material is covered.
- Students will be expected to participate and contribute to class discussions regarding the lecture material each week.

Technology in Class:

- Students may use technology (i.e. computers/phones/etc.) to take notes and enhance the classroom experience.
- It is unacceptable to spend class time using technology for anything other than the coursework that is being covered. Texting/Outside Communication/Social Media are not appropriate to use during class. Students will be provided with breaks in which such things may be done. Please be respectful to faculty and fellow students and keep such activity for breaks. • In the event of an emergency, please step out of the class to prevent disruption.
- Notice will be provided to any student that is unable to comply with these standards.
- It is not permissible to take photos of any course PowerPoints, or any other form of lecture/online materials without permission from the instructor. Failure to abide by the policy will result in dismissal from the course. No exceptions.

CLINICAL ROTATION FOR NRS 211/2111

- During the clinical rotation for this course, the student will rotate through several units. These include:
 - Labor, Delivery, Recovery (LDR) – students will care for mothers that are laboring, offering comfort measures, record vitals, assess fetal heart tones (FHT), and time contractions. Some students will be able to see vaginal or C-section deliveries.
 - The Mother-Baby Unit – Here students will assess and care for postpartum mothers and her newborn child. Students will do postpartum checks, baby baths, vitals, and use anticipatory guidance.
 - Special Care Nursery/Transition Area – Here students will be caring for neonates immediately after birth. This area will also include care for neonates that require more intensive care. In this area student activities will largely be determined by the RN that the student is assigned to work with, based on the boundaries of student training level.
 - OB Emergency Department (OB ED) – This area is where stress testing and pregnant emergency patients are evaluated. Again, in this area student activities are largely determined by the RN with whom you are working and will be based on student training level. • Clinical instructors will be in frequent communication with faculty regarding student participation and professionalism. Student are expected to be respectful, helpful, and educated while performing clinical duties on these units.

Clinical Evaluation Tool:

- The Clinical Evaluation Tool presents all mandatory clinical objectives (as presented in the CPG) 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. If clinical objectives are not met, the clinical grade will be unsatisfactory, and the course grade will be a maximum of 1.5. No grade will be given until missed clinical time is successfully completed for that clinical rotation.

Makeup Policy

Classroom ONLINE Attendance is **HIGHLY** recommended. The 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. Students are adults, it is assumed that they will make appropriate decisions regarding necessary absences. Therefore, no physicians- designated provider excuses will be required. 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 check with the instructor in the event of an absence from the theory portion of this course.

Any unit test 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.

A professional behavior that is outlined in the Code of Nurses is expected in the classroom setting, as well as clinical setting. Respectful communication towards fellow students and instructors should be the norm, and lack of this demeanor will warrant a warning notice.

Clinical Attendance/ Expectations: Attendance in theory and clinical is essential to a student successfully meeting the designated learning objectives. All required immunizations, individual health physical, CPR certification and any agency learning modules must be completed and on file in order for the student to enter the clinical setting.

Help

The Center for Student Success is an important tool if you need additional help in this course.

Academic Advising

Student success navigators serve not only as academic advisors but as a student's academic, financial, and total resource advocate or coach.

Students will have an assigned navigator to meet with for advising and any questions they may have. Navigators will serve as the "go-to" person to help students throughout the college experience.

It is important to know your Student Success Navigator. You may find your Navigator by visiting this website <https://www.jccmi.edu/academics/academic-advising/> and click on your pathway. You should also receive an email from your Navigator at the beginning of the semester.

Student Responsibilities

You are responsible for viewing all course material on JetNet, completing assignments by their due date, taking tests at the designated time, and reaching out to the instructor to seek help when needed.

Attendance- Participation Policy

Regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate within the first couple of days of the term to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Caveat

Please note: The format and timing of this course may need to change due to unforeseen circumstances. In particular: school closings, instructor illness, weather, or other situations that may arise. If you are taking an in -person class, you will be required to complete a Reintegration Video Training course in JetNet prior to being admitted to campus. All COVID safety protocols in place are based on current guidelines and will be enforced while students are on campus.

Calendar

Assignments/Course Schedule

Week	Topics/Activities	Reading Assignments
Week 1	Introduction/Review of Syllabus Trends in Maternity Nursing Maternal Health Issues Antepartum Basics of Women's Health Ethical Issues Menstrual Irregularities	Chapter 1: Foundations of Maternity, Women's Health, and Child Health Nursing Chapter 32: Women's Health Care Chapter 13: Adaptations to Pregnancy Chapter 14: Nutrition for Childbearing
	Menopause STI/STD Physical/Psychological Signs of Pregnancy (Common) Discomforts and Adaptions Determining EDC Diagnostic Testing in Pregnancy	Chapter 15: Prenatal Diagnostic Tests
Week 2	Test 1 Reproductive A&P Prenatal Development Birth Defects Management of Fertility and Infertility High Risk Pregnancy	Chapter 10: Heredity and Environmental Influences on Development Chapter 11: Reproductive Anatomy and Physiology Chapter 12: Conception and Prenatal Development Chapter 31: Management of Fertility and Infertility

<p>Week 3</p>	<p>Test 2</p> <p>The Birth Process (4 P's)</p> <p>Dilation and Effacement</p> <p>Normal Labor and Delivery</p> <p>Nurse Responsibilities During and After Birth</p> <p>Fetal Surveillance</p> <p>OB Procedures, Amniotomy, Forceps, Fetal Monitoring, C-sections</p> <p>Induction and Augmentation</p> <p>Pain Management</p> <p>Dysfunctional Labor</p>	<p>Chapter 16: Giving Birth</p> <p>Chapter 17: Intrapartum Fetal Surveillance</p> <p>Chapter 18: Pain Management for Childbirth</p> <p>Chapter 19: Nursing Care During Obstetric Procedures</p> <p>Chapter 27: The Woman with an Intrapartum Complication</p>
----------------------	--	---

<p>Week 4</p>	<p>Test 3</p> <p>Adolescent Pregnancy</p> <p>Delayed Childbirth/Older Mom</p> <p>Substance Abuse in Pregnancy</p> <p>Perinatal Loss</p> <p>Intimate Partner Violence</p> <p>High Risk Labor and Delivery</p> <p>Preeclampsia/Eclampsia</p> <p>Rh Incompatibility</p> <p>Diabetes in Pregnancy</p> <p>Pre-existing Conditions and Pregnancy</p> <p>Infections During Pregnancy</p>	<p>Chapter 24: The Childbearing Family with Special Needs</p> <p>Chapter 25: Pregnancy-Related Complications</p> <p>Chapter 26: Concurrent Disorders During Pregnancy</p>

Week 5	Test 4 Postpartum Involution of the Uterus Fundal Evaluation Postpartum Assessment Bonding and Attachment Mood Disorders Postpartum Hemorrhage Thrombosis Mastitis/Engorgement High Risk Post-Partum	Chapter 20: Postpartum Adaptations Chapter 28: The Woman with a Postpartum Complication
---------------	---	--

<p>Week 6</p>	<p>Test 5</p> <p>Normal Newborns</p> <p>High Risk Newborns</p> <p>Systemic Adaptions of the Newborn</p> <p>Thermoregulation</p>	<p>Chapter 21: The Normal Newborn: Adaptation and Assessment</p> <p>Chapter 22: The Normal Newborn: Nursing Care</p>
	<p>Hyperbilirubinemia</p> <p>Newborn Assessment</p> <p>Cord Care</p> <p>Circumcision</p> <p>Infant Safety</p> <p>Breastfeeding</p> <p>Preterm Infants</p> <p>Pain and Stress in Infants</p> <p>Post-term Infants</p> <p>Sepsis in the Newborn</p> <p>Intrauterine Drug Exposure/NAS</p>	<p>Chapter 23: Newborn Feeding</p> <p>Chapter 29: The High-Risk Newborn: Problems Related to Gestational Age and Development</p> <p>Chapter 30: The High-Risk Newborn: Acquired and Congenital Conditions</p>
<p>Week 7</p>	<p>Test 6</p> <p>Kaplan Exam</p>	

NRS 211.150 Schedule Spring 2022

Week 1

Assignment: 1-18-22 @ 2359

Test: 1-19-22 @0900

Big Blue Button (BBB): 1-10-22 @1000

Office Hours: 1-11-22 1200-1500

Other: Dosage Calculation Test 1-19-22 @1100

Week 2

Assignment: 1-25-22 @2359

Test: 1-26-22 @0900

Big Blue Button (BBB): 1-17-22 @1200

Office Hours: 1-18-22 1200-1500

Other: Retake of Dosage Calculation Test if needed 1-26-22 @ 1100

Week 3

Assignment: 2-1-22 @2359

Test: 2-22-22 @0900

Big Blue Button (BBB): 1-24-22 @1200

Office Hours: 1-25-22 @1200-1500

Other: Hyperbilirubinemia Paper due 2-1-22 @2359

Week 4

Assignment: 2-8-22 @ 2359

Test: 2-9-22 @2359

Big Blue Button (BBB): 1-31-22 @1200

Office Hours: 1-25-22 1200-1500

Other: Post-Partum Hemorrhage Paper due 2-9-22

Week 5

Assignment: 2-15-22 @2359

Test: 2-16-22 @0900

Big Blue Button (BBB): 2-7-22 @1200

Office Hours: 2-8-22 1200-1500

Other: NA

Week 6

Assignment: 2-22-22 @2359

Test: 2-23-22 @1200 (see week 7 info.... Kaplan on same day)

Big Blue Button (BBB): 2-14-22 @ 1200

Office Hours: 2-15-22 1200-1500

Other: Presentation video due 2-22-22 @2359

Week 7

Assignment: None

Test: Kaplan Exam 2-23-22 at 0900 in BW 121, (Test #6 over week 6 material 2-23-22 at 1200)

Big Blue Button (BBB): 2-21-22 @1200

Office Hours: 2-22-22 1200-1500

Other: You must take Kaplan on campus at the testing center. The class test (Test 6) is not to be taken at testing center.

Remediation for Kaplan (1 minute per question) must be completed by 2-24-22 @ 2359)

Important Dates:

MONDAY 03/07/2022- FRIDAY 03/11/2022	MID-SEMESTER BREAK-NO CLASSES
SUNDAY 04/30/2022	END OF FALL SEMESTER

COURSE SYLLABUS, RESOURCE & TECHNOLOGY USE VERIFICATION

FORM NRS 211

Name (Please Print): _____ Date: _____ Semester

Please Check All That Apply:

- I attest that I have completely read and reviewed the following documents: Syllabus, Course schedule, Assignment schedule, How this course will work, Testing information, and reviewed all resource materials for NRS 211 and verify that I was present during orientation when my instructor provided detailed instruction related to the documents and their use as a guiding reference for this course.

- I attest that I have successfully signed in the JetNet NRS 211 course site and understand how to navigate through the electronic resources.

- I attest that I have reviewed the mandatory NRS 211 textbook and understand that utilizing this text in conjunction with the course resources for studying will promote a positive course outcome.

- I attest that I have reviewed the Jackson College Nursing Handbook Simulation & Social Media Policy. 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 attest that I understand that **recording of lecture is not permissible** without expressed permission from my instructor.

- I attest that 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!!

- I attest that all my questions related to course resources have been answered at this time.

I attest that I understand the information contained within the resources checked and will adhere to any additional course, Jackson College Nursing Department and, or College policies not mentioned in this document that may apply to my status as a student in NRS 211.

Signature: _____ Date: