

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: NURS 201

Credit Hours: 4

Course Title: Adult Nursing I

Prerequisites: Admission to the Nursing Program

Co-requisites: NURS 200, NURS 202, NURS 205

Textbooks:

Wilson, S.F. & Giddens, J.F (2017). *Health Assessment for Nursing Practice (6th Edition)*. St. Louis, MO: Elsevier.

CoursePoint for Brunner and Suddarth's Textbook of Medical Surgical Nursing, (14th Edition) **(includes E-book)**.

ATI On-line Resource

Optional hard copy textbook:

Cheever, K. H. & Hinkle, J.L. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing*, (14th ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Course Description:

In this course, students build on knowledge of the nursing process and basic skills learned in the fundamentals course. Course content focuses on health assessment and physical examination of patients from diverse backgrounds throughout the lifespan. In this course the student begins to prioritize evidence-based, diverse patient-centered care of stable, acute, and chronic health problems which commonly occur among adults in a variety of health care settings. The role of the nurse related to application and the nursing process and documentation of nursing care is introduced with an emphasis on safety, quality improvement, therapeutic communication, teamwork and collaboration.

Student Learning Outcomes (SLO)

1. Professional behaviors including commitment to continued quality improvement, ethical and legal standards of practice, efficient management of resources, patient advocacy and lifelong learning.
2. Promote safety in the workplace to minimize risk of harm to self, patients, family members and coworkers.
3. Use of therapeutic communication techniques which result in optimal relationships with patients and families and teamwork and collaboration with interdisciplinary team members.
4. The ability to provide patient-centered care with regard to cultural and life-span diversity in a variety of healthcare settings
5. Evidence-based practice to inform the nursing process for clinical judgment and critical decisions making.

6. Use of informatics and technology to document, manage patient records and support decision making.
7. Competency with the nursing process to assess, plan, implement and modify patient care to promote positive outcomes.

Course Student Learning Outcomes (CSLO):

At the end of this course, the student will be able to:

- A. Explain basic concepts of nursing including evidence-based practice, health promotion, diagnostic reasoning, therapeutic communication, safety, critical thinking, team work/collaboration, and the nursing process as it relates to health assessment and transcultural nursing throughout the lifespan (SLO: 2,3,5,7).
- B. Identify safe, effective, patient-centered nursing care for patients from diverse populations with acute/chronic illnesses of the eyes, ears, breasts, the digestive and musculoskeletal systems, physical disabilities, and those in the pre and post-operative setting (SLO:2,5,7).
- C. Describe physiological, cultural, ethical, psychosocial, social, economic, political, and spiritual aspects related to health assessment of patients from diverse backgrounds throughout the lifespan to provide patient centered care and quality improvement (SLO:1,4).
- D. Discuss the use of informatics in documentation of health assessment and development of the nursing care plan for diverse populations (SLO: 6).
- E. Explain the effects of biophysical concepts such as homeostasis, stress, and adaptation on health assessment and development of patient centered nursing care (SLO: 4).

Objectives:

To achieve the Course Student Learning Outcomes, the student will meet the following objectives:

1. Explain the purpose of health assessment and the role of the professional nurse in health assessment. (CSLO: A)
2. Identify the components of a comprehensive health assessment. (CSLO: A)
3. Identify the roles of the nursing process, critical thinking, and diagnostic reasoning as it relates to health assessment to provide safe, effective, patient-centered nursing care. (CSLO:A)
4. Recognize differences in the types and frequencies of assessments. (CSLO: A)
5. Describe the relationship of health assessment to health promotion. (CSLO: A)
6. Individualize health assessment interview techniques considering the condition, age, gender, and culture of the patient. (CSLO:C)
7. Identify effective techniques of questioning, therapeutic and non-therapeutic communication, and verbal/nonverbal communication including nontherapeutic responses. (CSLO:A)
8. Discuss the purpose of maintaining a written medical record. (CSLO: D)
9. Discuss culturally competent communication skills, including working with patients who have limited English knowledge and working with interpreters. (CSLO: C)
10. Identify the purpose and components of the comprehensive health history. (CSLO: A)

11. Identify differences in health promotion and health protection and identify teaching opportunities for health promotion and risk reduction throughout the lifespan. (CSLO: A)
12. Classify subjective and objective findings to plan patient centered nursing interventions. (CSLO: A, B)
13. Individualize the complete health history considering the condition, age, gender, and culture of the patient. (CSLO: C)
14. Identify the purposes of the four techniques of physical examination. (CSLO: A)
15. Discuss the correct techniques for inspection, palpation, percussion and auscultation including techniques that promote safety and infection control. (CSLO: A)
16. Describe the purpose of the general inspection in the comprehensive physical examination along with the specific equipment for measuring objective data. (CSLO: A)
17. Discuss components of assessment included in the general survey, including strategies and normal/abnormal findings. (CSLO: A)
18. Discuss variables that influence a nurse's impressions of the patient during general inspection. (CSLO: A)
19. Describe various routes of temperature measurement and special consideration for each route. (CSLO: A)
20. Describe the appropriate procedure and interpretation of findings for assessing normal respirations, heart rate, and blood pressure throughout the lifespan. (CSLO: A)
21. Identify normal ranges across the life span and factors that affect respiratory rate, heart rate, and blood pressure. (CSLO: A)
22. Describe the relationships among the terms blood pressure, systolic pressure, diastolic pressure, pulse pressure, and mean arterial pressure (MAP). (CSLO: A)
23. Discuss techniques used for and variables that affect the measurement of height and weight across the life span.(CSLO: A)
24. Identify the importance of cultural considerations in shaping nursing care. (CSLO: C)
25. Identify cultural diversity and describe ways to increase cultural sensitivity. (CSLO:C)
26. Discuss importance of awareness of one's own stereotypes and one's prejudices toward those who are different from self. (CSLO:C)
27. Describe importance of motivation to modify health care delivery to be more congruent with cultural background. (CSLO:C)
28. Identify subjective and objective data related to pain during the health assessment. (CSLO: A)
29. Identify appropriate terminology and methods for recording pain assessment. (CSLO:A)
30. Relate age, gender, condition, and culture of the patient to individualize the assessment of pain. (CSLO:C)
31. Relate the relevant data that are included in a comprehensive mental health history. (CSLO:C)
32. Distinguish specific age-related, cultural, and situational data that are included in a comprehensive mental health history. (CSLO:C)
33. Describe screening tools and interview techniques used in mental health assessment. (CSLO:C)
34. Describe expected findings and variations related to age, race, culture, gender, and selected situations that are expected during a mental health assessment. (CSLO:C)
35. Discuss health promotion practices that are pertinent to mental health. (CSLO: A)
36. Describe the components of a nutritional clinical examination. (CSLO: A)
37. Distinguish different methods for obtaining a diet history. (CSLO: A)

38. Discuss how nutritional assessments are adapted for various age groups. (CSLO: A)
39. Review clinical signs and laboratory findings indicative of malnourishment and Identify indicators for nutritional supplementation. (CSLO: A)
40. Explain dietary teaching for healthy eating habits as part of health promotion. (CSLO: A)
41. Identify important topics for health promotion and risk reduction related to the respiratory system. (CSLO:A)
42. Identify subjective and objective data using physical examination techniques related to the respiratory system throughout the lifespan. (CSLO:A)
43. Recognize normal and abnormal findings related to the respiratory system. (CSLO:A)
44. Recognize subjective and objective data using physical examination techniques from assessment of the respiratory system to initiate plan of care. (CSLO:A)
45. Discuss documentation of data from the respiratory system assessment using appropriate terminology. (CSLO:A, D)
46. Relate age, condition, gender, and culture of the patient to individualize the respiratory assessment. (CSLO:C)
47. Identify important topics for health promotion and risk reduction related to the integumentary system. (CSLO:A)
48. Identify subjective and objective data of the skin assessment using physical examination techniques to implement a plan of care. (CSLO:A)
49. Discuss normal and unexpected findings related to the integumentary system and documentation of assessment using appropriate medical terminology. (CSLO:A, D)
50. Relate age, condition, gender, and culture of the patient to individualize the integumentary assessment. (CSLO:C)
51. Identify important topics for health promotion and risk reduction related the head and neck. (CSLO:A)
52. Identify subjective and objective data using physical examination techniques related to the head and neck including, headache, head trauma, neck pain, neck masses, and thyroid dysfunction. (CSLO:A)
53. Identify expected and unexpected findings from inspection and palpation of the head and neck and documentation of assessment using appropriate medical terminology. (CSLO:A, D)
54. Relate age, gender, genetic background, and culture of the patient to individualize the head and neck assessment. (CSLO:C)
55. Identify important topics for health promotion and risk reduction related to the eye and vision. (CSLO:B)
56. Identify subjective and objective data using physical examination techniques related to the eyes and vision along with expected and unexpected findings to consider initial nursing interventions. (CSLO:B)
57. Describe the proper documentation of the eye assessment using appropriate medical terminology. (CSLO:B, D)
58. Relate age, condition, gender, and culture of the patient to individualize the eye assessment. (CSLO:B)
59. Identify important topics for health promotion and risk reduction related to the ear and hearing. (CSLO:A)
60. Identify subjective and objective data using physical examination techniques related to the ears and hearing along with expected and unexpected findings to consider initial nursing interventions. (CSLO:A, B)

61. Describe the proper documentation of ear assessment using appropriate medical terminology. (CSLO:A, D)
62. Relate age, condition, gender, and culture of the patient to individualize the ear assessment. (CSLO:C)
63. Recognize assessment and diagnostic findings used in the evaluation of ocular disorders. (CSLO:B)
64. Describe assessment and management strategies for patients with low vision and blindness. (CSLO:B)
65. Identify the pharmacologic actions and nursing management of common ophthalmic medications. (CSLO:B)
66. Discuss clinical features, assessment and diagnostic findings, medical or surgical management, and nursing management of glaucoma, cataracts, and other ocular disorders. (CSLO:B)
67. Discuss general discharge education for patients after ocular surgery. (CSLO:B)
68. Describe methods used to assess hearing and to diagnose hearing and balance disorders. (CSLO:B)
69. Recognize the clinical manifestations that may be exhibited by a person with a hearing disorder. (CSLO:B)
70. Identify ways to communicate effectively with a person with a hearing disorder. (CSLO:B)
71. Describe the different types of external, middle, and inner ear disorders, including the clinical manifestations, diagnosis, and management. (CSLO:B)
72. Identify important topics for health promotion and risk reduction related to the nose, sinuses, mouth, and throat. (CSLO:A)
73. Identify subjective and objective data using physical examination techniques to differentiate expected from unexpected findings in the upper respiratory area and mouth and consider initial nursing interventions. (CSLO:A, D)
74. Describe the proper documentation for the nose, sinuses, mouth, and throat assessment using appropriate terminology. (CSLO:A, D)
75. Consider age, condition, gender, and culture of the patient to individualize the nose, sinuses, mouth, and throat assessment. (CSLO:C)
76. Identify teaching opportunities for cardiovascular health promotion and risk reduction. (CSLO:A)
77. Identify normal and abnormal findings from the inspection, palpation, and percussion of the precordium including the location of common auscultory areas on the precordium. (CSLO:A)
78. Describe the proper documentation of the cardiovascular system using appropriate medical terminology. (CSLO:A, D)
79. Individualize cardiovascular health assessment considering the condition, age, gender, and culture of the patient. (CSLO:C)
80. Identify teaching opportunities for health promotion and risk reduction related to the arterial, venous, and lymphatic systems. (CSLO:A)
81. Identify subjective and objective data using physical examination techniques related to peripheral vascular symptoms to consider initial nursing interventions. (CSLO:A)
82. Identify normal and abnormal findings along with proper documentation of the general survey, inspection, and palpation of the peripheral vascular and lymphatic systems. (CSLO:A,D)

83. Individualize peripheral vascular and lymphatic assessment considering the condition, age, gender, and culture of the patient. (CSLO: C)
84. Identify important topics for health promotion and risk reduction related to the breasts and axillae. (CSLO:A, B)
85. Identify subjective and objective data using physical examination techniques related to conditions of the breast and axillae. (CSLO:A, B)
86. Identify expected and unexpected findings related to the breast and axillae during the general survey and when performing inspection and palpation to consider initial nursing interventions. (CSLO:A, B)
87. Recognize how to document and communicate data from the assessment of the breasts and axillae using appropriate medical terminology and principles of recording. (CSLO:A)
88. Individualize health assessment of the breasts and axillae considering the condition, age, gender, and culture of the patient. (CSLO:C)
89. Identify and describe the pathophysiology of breast disorders, both benign and malignant. (CSLO:B)
90. Describe a plan for educating patients and consumer groups about breast self-awareness. (CSLO:A,B)
91. Describe the different modalities used to treat breast cancer and use the nursing process as a framework for care of the patient undergoing surgery. (CSLO:B)
92. Describe the physical, psychosocial, and rehabilitative needs of the patient who has had breast surgery for the treatment of breast cancer. (CSLO:C)
93. Identify important topics for health promotion and risk reduction related to the anatomical systems found within the abdomen. (CSLO:A)
94. Recognize subjective and objective data using physical examination techniques related to the abdominal assessment. (CSLO:A)
95. Consider the condition, age, gender, and culture of the patient to individualize the abdominal assessment. (CSLO:C)
96. Identify expected and unexpected findings related to the systems in the abdominal assessment to consider initial interventions and documentation of data using appropriate medical terminology and principles of recording. (CSLO:A,D)
97. Identify common symptoms of the GI tract and diagnostic tests utilized to determine any normal or abnormal GI function. (CSLO:B)
98. Identify the appropriate preparation, patient education, and follow-up care for patients who are undergoing diagnostic evaluation of the GI tract. (CSLO:B)
99. Identify important topics for health promotion and risk reduction related to the central and peripheral nervous systems. (CSLO:A)
100. Identify subjective and objective data using physical examination techniques related to the central and peripheral nervous systems and consider initial interventions. (CSLO:A)
101. Identify normal and abnormal findings related to the central and peripheral nervous systems and documentation of data using appropriate medical terminology and principles of recording. (CSLO:A,D)
102. Consider the condition, age, gender, and culture of the patient to individualize the central and peripheral nervous assessment. (CSLO:C)
103. Identify important topics for health promotion and risk reduction of the male/female genitalia. (CSLO:A)
104. Identify subjective and objective data using physical examination techniques related to the male/female genitalia and consider initial interventions. (CSLO:A)

105. Identify expected and unexpected findings related to the male/female genitalia and documentation of data using appropriate medical terminology. (CSLO:A,D)
106. Individualize health assessment of the male/female genitalia considering age, ethnicity, and culture of the patient. (CSLO:C)
107. Identify important topics for health promotion and risk reduction related to rectal assessment. (CSLO:A)
108. Identify subjective and objective data using physical examination techniques of the rectum and prostate and consider initial interventions. (CSLO:A)
109. Identify expected and abnormal findings in the inspection and palpation of the prostate and rectum along with documentation of data using appropriate medical terminology. (CSLO:A,D)
110. Identify the condition, age, gender, and culture of the patient to individualize the assessment of the rectum. (CSLO:C)
111. Identify teaching opportunities for health promotion and risk reduction related to the musculoskeletal system. (CSLO:A, B)
112. Recognize subjective data and objective data using physical examination techniques related to the musculoskeletal system. (CSLO:A,B)
113. Identify normal and abnormal joint range of motion (ROM) and muscle strength and documentation of data using appropriate medical terminology. (CSLO:B,D)
114. Individualize musculoskeletal health assessment considering the condition, age, gender, and culture of the patient. (CSLO:B,C)
115. Identify specific terms in documentation of musculoskeletal disorders. (CSLO:B, D)
116. Identify diagnostic tests used for assessment of musculoskeletal function. (CSLO:A,B)
117. Identify the definition of chronic conditions and factors related to the increasing incidence of chronic conditions. (CSLO:B)
118. Describe characteristics of chronic conditions and implications for people with chronic conditions for their family. (CSLO:B)
119. Describe implications of disability for nursing practice. (CSLO:B)
120. Identify the goals and the interdisciplinary approach to rehabilitation. (CSLO:B)
121. Describe components of a comprehensive assessment of functional capacity. (CSLO:B)
122. Understand the nursing process as a framework for care of patients with self-care deficits, impaired physical mobility, impaired skin integrity, and altered patterns of elimination. (CSLO:B)
123. Describe the significance of continuity of care and community reentry from the health care facility to the home or extended care facility for patients who need rehabilitative assistance and services. (CSLO:B)
124. Define the elements and use of cultural safety. (CSLO:A, C)
125. Understand the attributes and behaviors of a nurse practicing effective care within the nurse-patient cultural context. (CSLO:A, C)
126. Define spirituality and how it influences patient care in health care settings. (CSLO:C)
127. Identify why it is important to be aware of the roles of religions and places of worship in sustaining patient development, national identity, and survival. (CSLO:C)
128. Explain how spirituality often takes central position during life transitions, such as loss of loved ones, accidents, or serious illnesses. (CSLO:C)
129. Identify the rationale for a comprehensive, screening, or focused health assessment depending on the patient's situation and setting. (CSLO:A, B)

130. Understand how to collect objective data during a physical assessment in a head-to-toe technique. (CSLO:A)
131. Individualize the complete health assessment considering the condition, age, gender, and culture of the patient. (CSLO:C)
132. Identify how to document and communicate the complete head to toe assessment data using appropriate medical terminology. (CSLO:A, D)
133. Understand how assessment findings identify patterns and problems, set outcomes, and initiate a plan of care. (CSLO:A)
134. Identify important topics for health promotion and risk reduction related to the hospitalized adult patient. (CSLO:A)
135. Identify how to collect subjective objective data using physical examination techniques related to the hospitalized adult patient. (CSLO:A)
136. Understand the concept and importance of “never events”. (CSLO: A)
137. Consider age, condition, and culture of the hospitalized adult patient to individualize the assessment. (CSLO:C)
138. Explain the reasons why the nurse must document the health assessment in an accurate, concise, and legible manner, without bias or opinion. (CSLO: D)
139. Describe the nursing management of patients with conditions of the oral cavity. (CSLO:A)
140. Describe the relationship of dental hygiene and dental problems to nutrition and to disease. (CSLO:A)
141. Describe the nursing management of patients with cancer of the oral cavity. (CSLO:A,B)
142. Explain the nursing process as a framework for care of patients undergoing neck dissection and various conditions of the esophagus. (CSLO:A, B)
143. Describe the various conditions of the esophagus and their clinical manifestations and management. (CSLO:A, B)
144. Compare the etiology, clinical manifestations, and management of acute gastritis, chronic gastritis, and peptic ulcer. (CSLO:A, B)
145. Explain the nursing process as a framework for care of patients with peptic ulcer. (CSLO:A, B)
146. Describe the pharmacologic, dietary, and surgical treatment of peptic ulcer. (CSLO:A, B)
147. Describe the causes, classifications, and morbid complications associated with obesity and management strategies for treating obesity. (CSLO:A, B)
148. Explain the nursing process as a framework for care of patients who undergo bariatric surgical procedures. (CSLO:A, B)
149. Explain the nursing process as a framework for care of patients with gastric cancer. (CSLO:A, B)
150. Identify the complications of bariatric or other gastric surgical procedures and their prevention and management. (CSLO:A, B)
151. Describe the home health care needs of the patient who has had bariatric or other gastric surgical procedures. (CSLO:A, B)
152. Discuss the etiology, clinical manifestations, and management of tumors of the small intestine. (CSLO:A, B)
153. Identify the health care learning needs of patients with constipation or diarrhea. (CSLO: A, B)
154. Compare the conditions of malabsorption with regard to their pathophysiology, clinical manifestations, and management. (CSLO:A, B)

155. Explain the nursing process as a framework for care of patients with diverticular disease. (CSLO:A, B)
156. Compare Crohn's disease and ulcerative colitis with regard to their pathophysiology; clinical manifestations; diagnostic evaluation; and medical, surgical, and nursing management. (CSLO:A, B)
157. Use the nursing process as a framework for care of the patient with inflammatory bowel disease. (CSLO:A, B)
158. Describe the responsibilities of the nurse in meeting the needs of the patient with an intestinal diversion. (CSLO:A, B)
159. Describe the various types of intestinal obstructions and their management. (CSLO:A, B)
160. Explain the nursing process as a framework for care of the patient with colorectal cancer. (CSLO:A, B)
161. Describe the nursing management of the patient with an anorectal condition. (CSLO:A, B)
162. Describe the purposes and significance of health education. (CSLO:A)
163. Describe the concept of adherence to a therapeutic regimen. (CSLO:A)
164. Identify variables that affect learning readiness and adult learning abilities. (CSLO:A)
165. Describe the relationship of the teaching–learning process to the nursing process. (CSLO:A)
166. Define health promotion and discuss major health promotion models. (CSLO:A)
167. Describe the components of health promotion: self-responsibility, nutritional awareness, stress reduction and management, and physical fitness. (CSLO:A)
168. Explain the variables that affect health promotion activities for adolescents, young and middle-aged adults, and older adults. (CSLO:A)
169. Describe the role of the nurse in health promotion. (CSLO:A)
170. Relate the principles of internal constancy, homeostasis, stress, and adaptation to the concept of steady state. (CSLO:E)
171. Identify the significance of the body's compensatory mechanisms in promoting adaptation and maintaining the steady state. (CSLO:E)
172. Compare physical, physiologic, and psychosocial stressors. (C,E)
173. Describe the general adaptation syndrome as a theory of adaptation to biologic stress. (CSLO:E)
174. Identify ways in which maladaptive responses to stress can increase the risk of illness and cause disease. (CSLO:E)
175. Describe the relationship of the process of negative feedback to the maintenance of the steady state. (CSLO:E)
176. Compare the adaptive processes of hypertrophy, atrophy, hyperplasia, dysplasia, and metaplasia. (CSLO:E)
177. Describe the inflammatory and reparative processes. (CSLO:E)
178. Assess the health patterns of a person and families; determine their effects on maintenance of the steady state. (CSLO:E)
179. Identify individual, family, and group measures that are useful in reducing stress. (CSLO:E)
180. Define the three phases of perioperative patient care. (CSLO:B)
181. Describe a comprehensive preoperative assessment to identify surgical risk factors. (CSLO:B)
182. Describe the gerontologic considerations related to preoperative management. (CSLO:B)

183. Identify health factors that affect patients preoperatively. (CSLO:B)
184. Identify legal and ethical considerations related to obtaining informed consent for surgery. (CSLO:B)
185. Describe preoperative nursing measures that decrease the risk for infection and other postoperative complications. (CSLO:B)
186. Describe the immediate preoperative preparation of the patient. (CSLO:B)
187. Develop a preoperative education plan designed to promote the patient's recovery from anesthesia and surgery, thus preventing postoperative complications. (CSLO:B)
188. Describe the responsibilities of the post-anesthesia care nurse in the prevention of immediate postoperative complications. (CSLO:B)
189. Compare postoperative care of the ambulatory surgery patient with that of the hospitalized surgery patient. (CSLO:B)
190. Identify common postoperative problems and their management. (CSLO:B)
191. Describe the gerontologic considerations related to postoperative management. (CSLO: B)
192. Describe variables that affect wound healing. (CSLO:B)
193. Describe postoperative dressing techniques. (CSLO:B)
194. Identify assessment parameters appropriate for the early detection of postoperative complications. (CSLO:B)
195. Differentiate between osmosis, diffusion, filtration, and active transport. (CSLO:A,C)
196. Describe the role of the kidneys, lungs, and endocrine glands in regulating the body's fluid composition and volume. (CSLO:A,C)
197. Identify the effects of aging on fluid and electrolyte regulation. (CSLO:A,C)
198. Plan effective care of patients with the following imbalances: fluid volume deficit and fluid volume excess.(CSLO:A,C)
199. Describe the cause and clinical manifestations for the following imbalances: calcium, magnesium, phosphorus, and chloride. (CSLO:A,C)
200. Explain the roles of the lungs, kidneys, and chemical buffers in maintaining acid–base balance. (CSLO:A,C)
201. Compare metabolic acidosis and alkalosis with regard to causes and clinical manifestations, and diagnosis.(CSLO:A,C)
202. Compare respiratory acidosis and alkalosis with regard to causes, clinical manifestations, and diagnosis. (CSLO:A,C)
203. Interpret arterial blood gas measurements. (CSLO: A,C)

Grading Scale:

- 93 – 100% = A
- 85 – 92% = B
- 76 – 84% = C
- 68 – 75% = D
- 0 – 67% = F

COURSE REQUIREMENTS: In addition to the information above, the student should be aware that in order to earn a grade of “C” or higher, he/she must meet or exceed the following minimum course requirements.

The student will:

- Participate in/complete all classroom/laboratory experiences (such as quizzes; case studies; homework, video, or web-site assignments; demonstration/practice of assessment skills; reading assignments)
- Complete a comprehensive assessment examination through ATI.
- Achieve a minimum average of 76% on all unit exams to receive credit for this course
- Achieve a minimum overall course grade of 76% and a minimum score of 70% on the final exam
- Achieve the assigned Mastery level on all PrepU assignments in *Course Point* as outlined in the syllabus by the assigned date
- Achieve satisfactory on a head to toe check-off in the nursing skills lab
- Abide by all policies and procedure in the BPCC Nursing Student Handbook as well as the BPCC Catalog

Attendance Policy: The college attendance policy, which is available at <http://www.bpcc.edu/catalog/current/academicpolicies.html>, allows that “more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses.” The attendance policy of the Nursing program is described in the Nursing Program Clinical Handbook.

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.

Nondiscrimination Statement

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

COORDINATOR FOR SECTION 504 AND ADA

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Revised 5/13/2021 G. Covington

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