

**UNIVERSITY OF LOUISVILLE  
SCHOOL OF NURSING  
UNDERGRADUATE PROGRAM**

**Semester/Year**

**Course Number**

**Course Name**

**Property of University of Louisville**

**School of Nursing**

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Semester/Year

Course Outline Policy

The faculty teaching this course reserves the right to make changes to this outline. If the changes are necessary, the student will be given advanced notice.

**The policies and procedures published in the U of L Student Handbook <http://louisville.edu/dos/students/policies-procedures/student-handbook.html> and the School of Nursing Bachelor of Science in Nursing Student Handbook will be followed in this course. The student is responsible for knowing these policies and procedures.**

**UNIVERSITY OF LOUISVILLE  
SCHOOL OF NURSING  
UNDERGRADUATE PROGRAM  
SEMESTER/YEAR**

**COURSE NUMBER/TITLE:**

**COURSE DESCRIPTION:**

**COURSE OBJECTIVES:**

**CREDIT HOURS:**

**CURRICULUM PLACEMENT:**

**PRE/COREQUISITES:**

**BSN ESSENTIAL(S) IN COURSE:**

**ANA SCOPE & STANDARDS OF PRACTICE IN COURSE:**

**ANA CODE OF ETHICS PROVISIONS IN COURSE:**

**FACULTY:** (Name, rank, office number, email)

**FACULTY TELEPHONE NUMBER** (Office, Cell)

**FACULTY OFFICE HOURS:**

**DAY AND TIME OF CLASS:**

**DATES AND LOCATION OF CLASS:**

**TIME AND DAY/DATES OF CLINICAL** (if applicable):

**CLINICAL EXPERIENCES:** (i.e.: settings, hours required, whether precepted or not, etc.)

**CLINICAL EXPECTATIONS/EVALUATION CRITERIA:** (as applicable)

**REQUIRED TEXTBOOKS:**

**RECOMMENDED TEXTBOOKS:**

**COURSE AND FACULTY EVALUATIONS:**

All students will have the opportunity to evaluate the course and faculty.

## GRADING SCALE:

The following numerical grading system has been adopted by the University of Louisville School of Nursing Faculty and is currently in effect.

A=100 to 93    B=92 to 84    C=83 to 75    D=74 to 67    F= less than or equal to 66

A grade of D or lower is a failing grade for nursing courses.

For courses with written examinations, students must earn a 75% weighted exam average to successfully pass the course. The weighted exam average will be calculated prior to including other course grades. If a student does not meet the required 75% exam average, the exam average is used as the final course average.

Rounding is only used in courses for the calculation of the weighted exam average and the final course grade. At the end of the semester, weighted exam averages and final course grades will be rounded up if the final number is 0.50 or greater. Any score of 0.49 or lower will be rounded down. For example, at the end of the semester, a final grade of 74.50 will be rounded to a 75; whereas, a final grade of 74.49 will not be rounded up, so the final grade will be a 74.

To successfully complete/pass the course students must: (Include all that apply to the particular course)

- Achieve at least a 75% weighted average on the written examinations\*;
- Achieve at least a 75% weighted average on all course graded assignments;
- Submit/complete all required assignments by deadline dates;
- Achieve a satisfactory final clinical evaluation\*\*; and
- Complete the ATI assessment, according to proficiency requirements (see ATI testing)
- Complete the entire \_\_\_\_ (hours) of content over \_\_\_\_\_, as required by KRS 194A.540 (DV/EA); KRS 620.020 (PAHT); or KRS 20:320 (suicide prevention and implicit bias). *Note to faculty: Select which KRS applies to your course and update to the accurate content (domestic violence, elder abuse, pediatric abusive head trauma, suicide prevention, or implicit bias) and number of contact hours, if applicable to course. Please see the Required Curriculum Content policy for the details required content related to topic and the required contact hours.*

\*An average of <75% on written examinations will result in a failing grade for the course. A written exam average between 67% and 74% will result in a final course grade of D and ≤66% result in a final course grade of F.

\*\*An unsatisfactory final clinical evaluation will result in a grade of F for the entire course.

Math Calculation Exams: (Instructors will provide specific information.)

University of Louisville's Definition of Quality Points:

A = 4.0      B = 3.0      C = 2.0      D = 1.0      F = 0

## DESCRIPTION OF COURSE ASSIGNMENTS:

### ATI EXPECTATIONS:

#### **ATI Expectations for BSN Syllabus Template (For Courses with Proctored Assessments)**

Assessment Technology Institute (ATI) provides students with a comprehensive evaluation tool that assists in assessing progression toward content mastery and passing the National Council Licensure Examination (NCLEX). The ATI program is incorporated in most nursing courses throughout the BSN program. Assessment items incorporate the nursing process, priority setting, thinking skills, Next Generation NCLEX (NGN) Test Plan, QSEN, NLN Competency, and BSN Essentials.

#### **Name of Assessment (Percentage of Course Grade%):**

Example: **Nursing Care of Children (10%)**

The ATI *Name of Assessment* assesses the individual's current knowledge of important concepts in the XXX area. This assessment provides student feedback for improvement and familiarizes students with content required on the nursing licensure examination. This *Name of Assessment* (i.e., Nursing Care of Children) ATI Assessment will be administered per the dates posted on the course calendar located on Blackboard.

In preparation for this proficiency exam, students are required to complete *Name of Practice Assessment* (i.e., Nursing Care of Children 2019) Practice A and B. Students must complete remediation from the focused review generated after completion of practice assessments A and B utilizing the remediation guidelines and template posted on Blackboard. Due dates for practice assessments A and B remediation are posted on the course calendar. Documentation of completion of practice assessments A and B and remediation for practice assessments A and B must be submitted prior to the proctored assessment. Failure to submit proof of assessment completion and remediation for both A and B prior to the proctored assessment date and time listed on the course calendar will result in the student being ineligible to take the proctored assessment and the student will receive a 0 for the proctored assessment. In this instance, the student will be required to complete the proctored assessment retake and the score will be used for the student's grade according to proficiency levels as outlined below.

All students must complete the proctored assessment. Points for the proctored assessment will be awarded based upon proficiency levels as detailed below:

Proficiency level 3	100%
Proficiency level 2	90%
Proficiency level 1	75%
Proficiency level below level 1	40%

If the student does not complete the proctored assessment as scheduled on the course calendar, the student will receive 0 points for the assessment, unless the student has spoken directly with the course coordinator and made other arrangements. A make-up will only be scheduled in extenuating circumstances and require advanced notification of the course coordinator. In the

event of an extenuating circumstance, a student may be asked to submit documentation prior to scheduling the make-up.

Remediation is an important aspect of the ATI plan for the School of Nursing. Remediation provides the student the opportunity to clarify and enhance their knowledge in content areas in which they may be deficient. Through thoughtful and planned remediation, the goal is to enhance both the student's knowledge and increase their confidence within the content area, leading to improved performance on subsequent ATI assessments and ultimately, passing the Next Generation NCLEX (NGN). Students must identify three key take-aways or key points for each item missed and enter the information into the remediation template. Copying and pasting from the review modules is unsatisfactory and will not be accepted. Remediation should be thorough as to improve gaps in knowledge. Below is an example of satisfactory remediation:

#### Focused Review Template

Student Name: XXX Name of test: RN Nursing Care of Children Online Practice 2019 B

Semester: XXX

Content Area	Point Missed	Take-Aways/ Key points
Health Promotion of School-Age Children	Teaching About Bicycle Safety	<ol style="list-style-type: none"> <li>1. Identify safe play areas.</li> <li>2. Teach stranger safety.</li> <li>3. Teach the child to wear a helmet while riding a bicycle to prevent head injury.</li> </ol>
Health Promotion of Infants	Teaching About Teething	<ol style="list-style-type: none"> <li>1. Six to eight teeth should erupt before the child is 1.</li> <li>2. The first teeth typically erupt on the bottom at 6-10 months.</li> <li>3. The child may drool, suck or chew on their fingers and hard objects.</li> </ol>
Cystic Fibrosis	Planning Nutritional Interventions for a Child Who Has Cystic Fibrosis	<ol style="list-style-type: none"> <li>1. The nurse should ensure the child consumes a well-balanced diet high in protein and calories.</li> <li>2. Three meals a day with snacks is adequate.</li> <li>3. Pancreatic enzymes should be administered within 30 minutes of eating.</li> </ol>

Remediation is required for all **initial** proctored assessments, regardless of level achieved. If a student earns Proficiency level 2 or 3 and opts not to retake the assessment, remediation on the initial attempt must be submitted by the assignment due date. Failure to complete remediation by the deadline will result in a 1-point deduction from the assigned ATI points.

If a student scores Proficiency level 1 or below level 1 on the initial proctored assessment, students are also required to retake the proctored assessment. If a student fails to submit documentation of remediation by the date and time posted on the course calendar, the student will not be permitted to take the proctored assessment retake and the score for the first attempt will be recorded and a 1-point penalty will be assessed for the assigned ATI points.

If the student did not take the first assessment and fails to attend the session for the retake assessment, the student will receive 0 points for the assessment, unless the student has spoken directly with the course coordinator and made other arrangements. The make-up guidelines from attempt #1 will also apply for retakes.

If a student scores Proficiency level 2 or 3, they may choose to retake the proctored assessment for additional practice and to potentially earn a higher proficiency level. If a student chooses to retake the proctored assessment and achieves a higher proficiency level than the first attempt, the score of the highest attempt will be included in the grade calculation. For example, if a student earns a proficiency level of 2 on the first attempt and level 3 on the second attempt, the student will earn 10 out of 10 points for the ATI attempt. Students who choose to retake the proctored assessment are also required to complete remediation on the first proctored assessment.

If students score Proficiency level 1 or below level 1 on the proctored assessment retake, they are required to complete remediation by the due date posted on the course calendar. Failure to complete remediation after the retake will result in a 1-point deduction from the assigned ATI points.

#### **CLASS TOPICAL OUTLINE AND OTHER CLASS SPECIFICS:**

#### **TEACHING METHODOLOGIES: (See Example on last page of syllabus template.)**

A variety of teaching methodologies will be used including group work, lecture/discussion, and case studies.

#### **Instructional Alignment**

#### **FUNDAMENTAL AND POWERFUL DISCIPLINARY CONCEPTS:**

<b>Course Objective</b>	<b>Student Learning Objectives</b>	<b>Student Learning Activities</b>

#### **COURSE OUTLINE**

	<b>Content</b>
<b>Week 1</b>	XXXXX
<b>Week 2</b>	XXXXX


*CCNE requires all syllabi to contain a topical outline. Other outlines can be substituted for this table.*

## **COURSE POLICIES**

### **ASSIGNMENT RETENTION POLICY:**

Student papers/assignments may be displayed as student examples for course files and accreditation purposes. Student work used for any other purpose will require written permission from the student(s) prior to faculty use

### **ATTENDANCE POLICY:**

Class attendance is expected. Clinical is an integral part of the curriculum and essential for practice. Clinical attendance is required and it is expected that students are punctual and prepared for all classes and clinical experiences. Each student needs to be physically present and actively engaged in learning during the times scheduled for class, clinical, and other experiences. Students should notify the instructor prior to an absence if unable to attend class. Students should notify the clinical instructor/preceptor if the student will be late or unable to attend all or part of a clinical experience. In the age of technology, the instance is rare when a student would be unable to contact the faculty in advance of a clinical absence. A no call/ no show for a clinical will result in the student's final letter course grade being lowered by one letter grade. After a second no call/no show, the student will earn a failing clinical evaluation.

### **CLINICAL ATTENDANCE:**

Clinical attendance is mandatory and essential in ensuring that students can demonstrate clinical competence and mastery of clinical objectives. Students missing one or two clinical experiences will jeopardize their ability to demonstrate clinical competence. Students who miss more than \_\_\_\_ days [modify according to allowable absences for the respective course] of clinical experiences will earn a failure in the course.

Students missing more than maximal allowable absences identified in course syllabi will not be able to pass the clinical component of the course, and therefore, will not be able to pass the course. All missed clinical hours must be made up. The required make-up hours will be equivalent to the number of on-site agency clinical hours for a clinical day. Students must be compliant with all clinical attendance requirements, whether required by SON or by assigned clinical agency.

In the event of a public health quarantine due to Covid-19, students will be permitted to make up clinical absences up to 30-35% of the total clinical time within the course. Documentation of the quarantine and subsequent release must be submitted to the respective program director. In

absence of the required documentation, students will not be permitted to make up the clinical absence in excess of the allowable non-Covid absences.

Students who knowingly attend clinical or simulation experiences while under public health quarantine will be held accountable for unprofessional and unsafe behavior.

In the event of a documented quarantine, the maximum number of clinical/lab days that can be missed is \_\_\_\_ days.

## **ACADEMIC INTEGRITY OF ACADEMIC EXERCISES:**

### **Student Guidelines for Promoting Academic Integrity of Exams: In Classroom**

1. Confidentiality of Academic Exercise Content (before, during, and after academic exercise): Students will not be provided with permanent access or possession of exam content.
2. Exam questions, responses, and answers are confidential and should not be shared verbally, written, or electronically by students.
3. Recording, photographing, or transcribing exam questions, responses, and answers is prohibited and a violation of the SON (School of Nursing) Student Handbook.
4. Computer Hardware & Software Requirements:
  - a. Students must comply with hardware and technology requirements as required by the respective program's student handbook.
  - b. Respondus Browser lockdown/proctoring software will be used during applicable online academic exercises.
  - c. Computer software (including lockdown browser and any software related to the academic exercise) and operating system must be updated to the latest version.
    - i. Prior to the academic exercise:
      - a. Clear the Internet browser cache
      - b. Reboot computer
5. Student Expectations During Academic Exercises (Note: examples contained within the following items are not an exhaustive list of academic dishonesty.)
  - a. Students must:
    - i. Not leave the computer during online academic exercises and complete the activity in one sitting.
    - ii. If Respondus Monitor is used in the classroom, remain visible, within the view of the camera.
    - iii. Not talk or read questions aloud.
    - iv. Unless otherwise directed by your faculty member, no textbooks or additional resources including but not limited to notebooks, flashcards, or notes are permitted for use during exams, quizzes, or other academic exercises.
  - iv. Wear clothing as would be worn in person/in class.
    - a. Items not to be worn, accessible or present in the environment when a student is taking an exam:
      - i. Hoodies/hoods, shawls, blankets, pillows, any hats (ex: ballcap, beanie, sock hat, etc.) except where culturally appropriate.



- ii. Electronic devices other than the device used for the academic exercise (e.g.: smartwatch/cell phones, programmable calculator, or any other electronic device that can store information).
- iii. Food, candy, chewing gum, use of tobacco products or vaping, etc.
- v. Students will immediately notify the course coordinator of any interruptions or problems during the online exam (notification as determined by faculty): see respective course syllabus for additional guidance.

### **Student Guidelines for Promoting Academic Integrity of Exams: Remote/Virtual Exams**

1. Confidentiality of Academic Exercise Content (before, during, and after academic exercise): Students will not be provided with permanent access or possession of exam content.
2. Exam questions, responses, and answers are confidential and should not be shared verbally, written, or electronically by students.
3. Recording, photographing, or transcribing exam questions, responses, and answers is prohibited and a violation of the SON (School of Nursing) Student Handbook.
4. Computer Hardware & Software Requirements:
  - a. Students must comply with hardware and technology requirements as required by the respective program's student handbook.
  - b. Respondus Browser lockdown/proctoring software will be used during applicable online academic exercises.
  - c. Computer software (including lockdown browser and any software related to the academic exercise) and operating system must be updated to the latest version.
  - d. Prior to the academic exercise:
    - i. Clear the Internet browser cache
    - ii. Reboot computer
5. Student Expectations During Academic Exercises: (Note: examples contained within the following items are not an exhaustive list of academic dishonesty.)
  - a. Students must:
    - i. Not have open doors or open or uncovered windows behind them.
    - ii. Not leave the computer during online academic exercises and complete the activity in one sitting.
    - iii. Stay visible, within the camera's view
    - iv. Not talk or read questions aloud.
    - v. Not have any background audio (TV, radio, others talking).
    - vi. Wear clothing as would be worn in person/class.
    - vii. Unless otherwise directed by your faculty member, no textbooks or additional resources including but not limited to notebooks, flashcards, or notes are permitted for use during exams, quizzes, or other academic exercises.
  - b. Items not to be worn, accessible or present in the environment when a student is taking an exam:
    - i. Hoodies/hoods, shawls, blankets, pillows, any hats (ex: ballcap, beanie, sock hat, etc.) except where culturally appropriate.

- ii. Electronic devices other than the device used for academic exercise (e.g.: smartwatch/cell phones, programmable calculator, or any other electronic device that can store information).
  - iii. Water bottles, food, drink, candy, chewing gum, use of tobacco products or vaping, etc. should not be present.
6. Students will immediately notify the course coordinator of any interruptions or problems during the online exam (notification as determined by faculty): see respective course syllabus for additional guidance.
7. Photo identification: A government or university-issued photo identification card must be presented at the start of video recorded online academic exercises.
8. Environmental scan:
  - a. Academic exams utilizing webcam proctoring software or recorded exams require an environmental scan. An environmental scan must be completed prior to the start of exams and includes but is not limited to:
  - b. The entire work surface and surrounding space should be completely clear of any related activities.
  - c. Each wall, floor, ceiling, top, and bottom of desk/table, chair, or seating surface.
  - d. The computer screen/monitor and keyboard must be completely visualized - utilizing a mirror.
  - e. The testing environment may be restricted to a private room with a door that can be closed and window that can be covered; environmental scans must reflect environment requirements as outlined by individual course syllabus.
  - f. Environmental scans are not included in allotted testing or assignment time.
  - g. Students experiencing extraordinary circumstances related to workspace should notify the course faculty.
9. Failure to comply with Procedures 1 & 3 may result in penalties up to and including failure of the online academic exercise.

Getting Help When Using LockDown Browser and a Webcam for Online Exams:

<http://louisville.edu/delphi/blackboard/help/student-help/respondus-lockdown-browser-help>

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- If you are having issues, please run a system check and check for Respondus updates. If you continue to have problems, please contact the Delphi Center at 502-852-4319
- Respondus has a Knowledge Base available from [support.respondus.com](http://support.respondus.com). Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product. If your problem is with a webcam, select "Respondus Monitor" as your product
- If you are still unable to resolve a technical issue with LockDown Browser, go to [support.respondus.com](http://support.respondus.com) and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

## **EXTENDED ABSENCES DUE TO MANDATORY COVID-19 QUARANTINE:**

In the event a student is unable to attend a scheduled exam due to a mandated quarantine that will extend beyond the scheduled exam date, the student will be scheduled for administration of the exam in an online proctored format. Students must submit documentation of mandatory quarantine to be scheduled for an online exam. Please seek guidance from the course coordinator regarding scheduling any make up exams.

## **EXAMINATION REVIEWS:**

**(Instructors will provide specific directions for exam review.)**

Review of examinations are at the discretion of the instructor. The purposes of exam reviews are for students to gain insight into rationales for correct answers, identify content areas for continued study, and enhance test taking abilities. The instructors will provide specific directions for exam reviews during the semester.

## **SON/UNIVERSITY POLICIES**

### **COMPUTER ACCOUNT POLICY:**

Students are required to have (1) a U of L email account and (2) access to Blackboard. Students must use their University email account for **all** communication. Faculty communication will be through this mechanism only.

### **CLINICAL COMPLIANCE:**

According to the SON Undergraduate Student Handbook, clinical compliance requirements must be updated prior to expiration. Students are responsible for maintaining their own records and verifying expiration dates. Students will not be allowed to participate in clinical until all clinical compliance requirements have been met. Students who are not in compliance and miss clinical time will be required to make up the clinical time missed. In order to be considered compliant for the semester, all requirements must be current throughout the entire semester. Students are required to ensure there is not an opportunity for clinical compliance requirements to lapse during the course of a semester. This means the expiration date may not fall any time between the first and last day of classes in a semester. For example, if a student's CPR is going to expire in March, the student is required to renew certification prior to the start of the spring semester. Students must be responsible for completing the update/renewal in a timely manner and providing the appropriate documentation to the Office of Student Services. If a student continues to attend clinical while out of compliance, the School of Nursing is not in compliance with agency contracts. This is a serious offense and the student **WILL BE DISMISSED** from the School of Nursing.

## **SYLLABUS STATEMENT RELATED TO COVID-19:**

As a Community of Care, all Cardinals are expected to abide by pandemic and public health guidelines and regulations as published by the University. For Fall 2023, this includes:

- 1) School of Nursing guidelines supersede University guidelines. Students are expected to follow all School of Nursing guidelines.
- 2) Students are expected to following university guidelines related to masking. Masks are encouraged in all classrooms and indoor, public spaces on campus when community transmission is high.
- 3) Staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of a contagious disease should remain at home until symptoms subside or advised that it is safe to return by a health professional.
- 4) Practicing good hygiene and responsibility for one's surroundings:
  - a. Cover sneezes and coughs.
  - b. Wash hands frequently with soap and water when possible; use hand sanitizer when soap and water are not available.
  - c. Wipe down frequently touched surfaces.
  - d. Maintain 3-foot physical distancing, when possible.
- 5) Students attending clinical are required to abide by all precautions and regulations set forth by the respective clinical agencies and/or clinical instructors. Students who do not follow clinical agency and SON guidelines will be instructed to leave clinical, which could result in an unsatisfactory clinical grade.

Faculty accept the responsibility to help students meet these requirements by:

- 1) Allowing students absent for COVID-related illness or symptoms to make up missed work without penalty. Students must contact the faculty member prior to or at the time of the absence to identify the make-up requirements.
- 2) Not requiring health providers' notes for didactic class absences of less than the equivalent of two weeks of classes, unless the absence includes a missed assessment.
  - a. If the absences occur on the day of a scheduled assessment, the student may be required to provide documentation for the absence.
  - b. Students must meet clinical attendance expectations described in their respective Program Student Handbooks and course syllabi. Students who miss clinical for reasons of illness, injury, or pregnancy will be able to return to clinical as stipulated by the Return to Class and Clinical Policy, located in the Program Student Handbooks and course syllabi.
- 3) Notifying physical plant when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.

### **COVID-19 Vaccine and Clinical Options:**

COVID-19 vaccine requirements vary from clinical agency to agency. At this time, students who are not vaccinated, but have approved exemptions, may participate in

clinical activities in most agencies by wearing a mask. However, there are some agencies that are only allowing fully vaccinated students to be present. As such, agency restrictions could affect these options for students who are not vaccinated.

### **ACADEMIC DISHONESTY:**

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. Examples of academic dishonesty are provided within the Code of Student Rights and Responsibilities, which is located in the General Information section of the University of Louisville Undergraduate Bulletin and in the School of Nursing Undergraduate Handbook. The faculty view academic dishonesty, including plagiarism and cheating, to be a serious offense, and a violation of professional ethics. The School of Nursing may impose any academic consequence including suspension or expulsion if the student is guilty.

### **PLAGIARISM AND CHEATING:**

Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal from the University. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. Instructors may use a range of strategies at the University (including plagiarism prevention services such as SAFEASSIGN) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works will often require submitting a copy of the original work to the plagiarism prevention service. The service may retain that copy in some circumstances.

### **WEB ENHANCED OR WEB BASED (ONLINE) COURSE:**

A student who is enrolled in an online course or a course where portions are taught online, must exhibit conduct that reflects academic discipline and honesty. The student is expected to complete all requirements of the course as stated in the syllabus and online directions. Participation in discussion forums should reflect the same respect and decorum that would be displayed in a classroom setting.

### **IMPORTANT INFORMATION RELATED TO ALL UNDERGRADUATE COURSES:**

**All students are required to read the Student Handbook and be familiar with all information related to the undergraduate program.**

### **SOCIAL MEDIA POLICY:**

All BSN courses follow the ULSON Social Media policy, as published in the ULSON BSN Student Handbook.

## **CARDINAL CONFIDENCE:**

Cardinal Confidence (CC) is the ULSON's academic support program for prelicensure nursing students. This program is designed to provide services targeted to study skills, time management, test-taking strategies, med calculation review, skills lab review and to maximize student success on the nursing licensure examination.

Any student who is concerned about their academic performance (classroom or clinical) is encouraged to schedule an appointment with course faculty initially. If additional support is needed, course faculty may refer students to participate in the ***Cardinal Confidence*** program. Students referred to participate in the *Cardinal Confidence* program for concern in academic performance, will meet with the CC faculty to develop a plan for success. The Cardinal Confidence program works to improve overall student performance with assist of CC faculty support.

Any student who wants to enhance their overall academic performance with use of Cardinal Confidence resources can visit CC Blackboard Organization for support.

[https://blackboard.louisville.edu/ultra/organizations/\\_1218818\\_1/cl/outline](https://blackboard.louisville.edu/ultra/organizations/_1218818_1/cl/outline)

Students can also self-refer by emailing CC faculty to meet and discuss additional resources.

Dr. Veronica Eubank

[veronica.eubank@louisville.edu](mailto:veronica.eubank@louisville.edu)

Ms. Ashley Durham

[ashley.durham@louisville.edu](mailto:ashley.durham@louisville.edu)

## **CELLULAR PHONES:**

Cell phones must be either turned off or placed in silence/vibrate mode during class, clinical, and other learning experiences. If a student must respond to a call or page, she/he must leave the classroom to answer the call.

## **BAD WEATHER POLICY:**

The School of Nursing follows University guidelines. The provost is the only person in charge of class cancellation. The easiest way to receive inclement weather closure information is by signing up for [UofL Rave Alerts](#), which will send a text message to your phone and an email to your university account. Sign up for alerts at: <http://louisville.edu/alerts>

Additionally, UofL will officially announce the weather related closings in the following ways:

- A notice on the [university home page](http://louisville.edu), <http://louisville.edu>
- A recorded message at 502-852-5555
- A notice on university telephones
- Postings on the university's official Facebook and Twitter sites

The University will communicate with the campus community by these official methods only. Information posted on traditional or social media should be verified through one of the official channels. If the University cancels classes, no class or clinical are held. Classes on a delayed schedule for bad weather will begin at 10:00 am.

#### **TITLE IX/CLERY ACT NOTIFICATION:**

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 502-852-2663, Counseling Center 502-852-6585 and Campus Health Services 502-852-6479. Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student's Office 502-852-5787 and/or the University of Louisville Police Department 502-852-6111. For more information regarding your rights as a victim of sexual misconduct, see the [Sexual Misconduct Resource Guide](http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure) (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

#### **RELIGIOUS HOLY DAYS AND OBSERVANCES:**

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

#### **STATEMENT ON DIVERSITY:**

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. The University is committed to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. Every member of the academic family is expected to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

#### **STATEMENT OF HEALTH STATUS:**

It is the student's responsibility to inform the course faculty of any health issues that could impair performance or jeopardize the safety of self or others. The student must report any changes in health status, including pregnancy or injury which might impact ability to perform in the clinical setting, to the faculty. Students may be asked to provide documentation from a

health care provider about ability to continue in the clinical setting. Students who fail to comply with this requirement are subject to dismissal from the program.

### **STUDENTS WITH DISABILITIES:**

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. Students with identified disabilities, who need reasonable modifications to successfully complete assignments/tests and otherwise satisfy course criteria, are encouraged to meet with the Course Coordinator the first day of class with their Exam Accommodation Form to plan specific accommodations.

If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify the course coordinator immediately and contact the [Disability Resource Center](http://louisville.edu/disability) (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

### **SHORTENED CREDIT HOUR POLICY:**

To address the needs of its diverse student body, University of Louisville (UofL) has established an academic calendar policy based on a standard of fourteen (14) weeks (fall/spring terms). The university policy adheres to the requirements established by the federal government and the applicable accrediting bodies. All courses at UofL follow uniform standards for determining the amount of credit awarded:

- A one credit hour of lecture, discussion, or seminar requires at least 50 contact minutes per week during a regular semester (as allowed by SACS and consistent with the federal recognition of the Carnegie Unit definition).
- For each hour of credit, a student is expected to spend at least two-and-one-half hours (2.5 hours) of out-of classroom activity per week.

More information can be found at: <http://louisville.edu/oapa/credit-hour-definition-and-policy>



### **TEACHING METHODOLOGIES**

**(EXAMPLE FROM NURS 356 Management of Care of the Adult Health Client II)**

A variety of teaching methodologies will be used including group work, lecture/discussion, and case studies.

### **FUNDAMENTAL & POWERFUL DISCIPLINARY CONCEPTS:**

- 1. Acute health conditions**
- 2. Care management**
- 3. Across adulthood (young, middle aged, and geriatric clients)**

### **Course Purpose/Goal:**

This course is designed to apply knowledge related to alterations in body systems in adults, including young, middle aged and geriatric clients, with acute health conditions.

Course Objectives	Student Learning Objectives	Student Learning Activity	Assessment
1. Apply principles of care management for clients with acute health problems across the adult lifespan.	1. Effectively utilize case management concepts while caring for clients with acute care problems.	Readings, class discussion, in-class case studies, iClicker questions, clinical experiences, case management project	Unit and final examination questions, class participation and use of iClicker questions, graded case management project, mid-semester and final clinical evaluations
2. Use evidence-based interventions, in collaboration with clients and the health care team, to promote optimal health outcomes in adults with acute health conditions.	2. Utilize information to form nursing conclusions and identify applicable interventions to promote optimal care of the acutely ill client in the health care setting.	Readings, class discussion, in-class case studies, iClicker questions, clinical experiences, care plan assignments, simulation experiences	Unit and final examination questions, class participation and use of iClicker questions, mid-semester and final clinical evaluations, graded care plan assignments, simulation experience assignments
3. Assume the roles and responsibilities of the professional nurse.	3a. Care for clients and family members in a professional manner.  3b. Communicate with clients, family members, and the health care team in a professional manner.  3c. Deliver safe nursing care to acutely ill clients and family members in the health care setting.	Clinical experiences	Mid semester and final clinical evaluations
4. Demonstrate critical thinking while providing safe, effective, and quality care to adults who are experiencing acute health conditions.	4. Utilize knowledge and evidence to make clinical judgments that impact the care of clients with acute health conditions.	Readings, class discussion, in class case studies, iClicker questions, clinical experiences, care plan assignments, simulation experiences	Unit and final examination questions, class participation and use of iClicker questions, mid semester and final clinical evaluations, graded care plan assignments, simulation experience assignment

5. Examine social, cultural, political, ethical, legal, genetic, and environmental factors affecting the care of adults with acute health conditions.	5. Identify the diverse factors influencing the care of acutely ill clients and their families in the health care setting.	Readings, class discussion, in class case studies, clinical experiences, care plan assignments, case management project	Unit and final examination questions, mid semester and final clinical evaluations, graded care plan assignments, graded case management project
6. Effectively communicate and collaborate with the client and health care team in coordinating care for adult clients across the health illness continuum in a variety of settings.	6. Utilize effective verbal and written communication techniques when collaborating with the health care team while providing care to acutely ill adult clients.	Care plan assignments, simulation experience assignment, case management project, chart documentation in the clinical area	Graded care plan assignments, evaluation of simulation experience assignments, graded case management project, evaluation of chart documentation per clinical faculty
7. Apply concepts of leadership in coordinating the care of adult clients with acute health conditions.	7. Develop competence in providing patient care while employing leadership qualities such as effective communication, collaboration, teamwork, and patient advocacy while providing care to acutely ill adult clients.	Care plan assignments, simulation experiences, case management project, clinical experiences	Graded care plan assignments, evaluation of simulation experience assignments, graded case management, mid-semester and final clinical evaluations
8. Demonstrate knowledge and skills in using patient care technologies, information systems, and communication devices to promote safe, effective, and quality nursing care of adult clients.	8. Utilize a variety of patient care technologies while providing care to acutely ill adult clients.	Clinical experiences, simulation experiences	Mid semester and final clinical evaluations and evaluation of simulation experience assignments

**\*Class Attendance is necessary for accomplishment of the course objectives.**