EDISON STATE COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

NUR 275S Flex

Caring for Childbearing Families / Integrating Learned Nursing Concepts

2026FS

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Edison State Community College
Associate Degree Nursing Program
NUR 275S Flex

Syllabus – Part I

Course Number: NUR 275S
Course Title: Caring for Childbearing Families / Integrating Learned Nursing Concepts

Course	Total Credits	Didactic	Combined Lab and Clinical Hours	Lab	Clinical
NUR275S	9.5 (206.25 Course Clock Hours)	6 (75 Theory Clock Hours)	3.5 (131.25 Course Clock Hours)	0.83 (31.25 Lab Clock Hours)	2.67 (100 Clinical Clock Hours)

COURSE DESCRIPTION

Focuses on the knowledge, skills, and attitudes needed to safely practice evidence-based patient-centered nursing. Competency areas include: leadership and management; the integration of learned concepts and skills in the care of groups of clients; and a focus on child-bearing families. Emphasis is on helping the capstone student integrate and apply the knowledge, skills, and attitudes necessary to make sound clinical judgments and improve the quality and safety of the health care systems within which they work. Clinical opportunities include a 96-hour Internship with a preceptor in a hospital setting, and a variety of community placements that focus on children and expectant mothers. Prerequisite: NUR 265S with a grade of 'C' or better. Lab fee.

COURSE STUDENT LEARNING OUTCOMES (CSLO)

The student will

Bloom's Level		Program Outcome
5	Validate the client and their support system as the source of control in providing patient-centered care.	1
5	Integrate management concepts, patient-centered care principles, and professional standards to assure delivery of safe quality care.	2
5	Enhance the development of clinical judgment by applying higher level nursing skills to assure evidence based practice.	3
4	Explain performance improvement/quality assurance activities for a variety of health care settings.	4
4	Analyze the impact performance improvement measures have on client care and resource utilization.	4
5	Practice in a manner consistent with the American Nurses' Association Code of Ethics.	5
5	Decrease risk of client's complications related to existing conditions, treatments or procedures through the use of information and technology resources.	5
5	Incorporate professional communication, conflict management, and leadership principles in facilitating the development of a patient-centered plan of care.	6
4	Explore issues regarding access to quality health care including the impact of payment options.	7
5	Advocate on the client's behalf as they move through the health care system ensuring high-quality health care is delivered in a cost-effective and time-efficient manner.	7
5	Appraise the role that health care organizations (ex. international health organizations, federal health agencies, Veterans Health Administration, and state and local health agencies) play in developing global concepts of health.	7

CORE VALUES

The Core Values are a set of principles that guide in creating educational programs and environments at Edison. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

TOPIC OUTLINE

1. Leadership
2. Introduction to Maternity Nursing
3. Pregnancy
4. Complications of Pregnancy
5. Childbirth
6. Postpartum Period
7. Newborn
8. Children, their Families and the Nurse
9. Assessment of the Child and Family
10. Health Promotion and Special Health Problems
11. Special Needs, Illness and Hospitalization
12. Health Problems of Children
13. Pharmacology Related to Maternity and Pediatric Clients
14. Integration of Learned Nursing Concepts

Syllabus – Part II
Program Student Learning Outcomes (PSLO) and Course Student Learning Outcomes (CSLO)

PSLO 1 **Value clients and their support systems as the center of decision-making when providing compassionate care.**	
CSLO 1A	▪ Validate the client and their support system as the source of control in providing patient centered care.
PSLO 2 **Integrate leadership skills, demonstrating professional judgment and accountability to perform actions within standards of nursing care.**	
CSLO 2A	▪ Integrate management concepts, patient-centered care principles, and professional standards to assure delivery of safe quality care.
PSLO 3 **Apply evidence-based practice in the delivery of optimal health care.**	
CSLO 3A	▪ Enhance the development of clinical judgment by applying higher level nursing skills to assure evidence based practice.
PSLO 4 **Utilize measures of quality improvement at an individual and systems level to ensure delivery of safe care.**	
CSLO 4A	▪ Explain performance improvement/quality assurance activities for a variety of healthcare settings.
CSLO 4B	▪ Analyze the impact performance improvement measures have on client care and resource utilization.
PSLO 5 **Utilize information and technology in an ethical manner to provide communication, examine information, reduce the risk of errors, and support decision making.**	
CSLO 5A	▪ Practice in a manner consistent with the American Nurses' Association Code of Ethics.
CSLO 5B	▪ Decrease risk of clients complications related to existing conditions, treatments or procedures through the use of information and technology resources.
PSLO 6 **Communicate accurately and effectively to deliver safe care in collaboration with other members of the health care team.**	
CSLO 6A	▪ Incorporate professional communication, conflict management, and leadership principles in facilitating the development of a patient-centered plan of care.
PSLO 7 **Respond to the larger health care system and its impact on the delivery of care.**	
CSLO 7A	▪ Explore issues regarding access to quality health care including the impact of payment options.
CSLO 7B	▪ Advocate on the client's behalf as they move through the health care system ensuring high-quality health care is delivered in a cost-effective and time-efficient manner.
CSLO 7C	▪ Appraise the role that health-care organizations (ex. international health organizations, federal health agencies, Veterans Health Administration, and state and local health agencies) play in developing global concepts of health.

Course Faculty

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Mrs. Wells Office Hours

Week	Monday	Tuesday	Wednesday	Thursday	Friday
8/24 to 8/28	7-8			11-1	7-8, 3-4
8/31 to 9/4		10-12	10-12		7-8, 3-4
9/7 to 9/11		10-12		10-12	10-12
9/14 to 9/18		10-12	10-12		7-8, 3-4
9/21 to 9/25		10-1	10-1		
9/28 to 10/2		10-12	10-12		7-8, 3-4
10/5 to 10/9		10-12	10-12		7-8, 3-4
10/12 to 10/16	7-10, 11:30-2:30				
10/19 to 10/23		10-12	10-12		7-8, 3-4
10/26 to 10/30		10-1	10-1		
11/2 to 11/6		10-1	10-1		
11/9 to 11/13	11:30-2:30	10-1			
11/16 to 11/20		10-12	10-12		7-8, 3-4
11/23 to 11/27		10-4			
11/30 to 12/4		10-12	9-10	9-10	9-10
12/7 to 12/11	7-8		8-1		

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Dr. Willenbrink Office Hours

Week	Monday	Tuesday	Wednesday	Thursday	Friday
8/24 to 8/28	2:30-4:30			11-1	7-8, 3-4
8/31 to 9/4		8:30-10:30	8:30-10:30		7-8, 3-4
9/7 to 9/11		8:30-11:30		7-10	
9/14 to 9/18			8-10	8:30-10:30	7-8, 3-4
9/21 to 9/25		8-11	8-11		
9/28 to 10/2		8-10	8-10		7-8, 3-4
10/5 to 10/9		8-10	8-10		7-8, 3-4
10/12 to 10/16	8-10, 11:30-3:30				
10/19 to 10/23		8:30-10:30		8:30-10:30	7-8, 3-4
10/26 to 10/30	11:30-2:30		8-11		
11/2 to 11/6		8:30-11:30	8:30-11:30		
11/9 to 11/13	11:30-2:30		8/11		
11/16 to 11/20		8:30-12:30			7-8, 3-4
11/23 to 11/27	8-10, 11:30-1:30	8-10			
11/30 to 12/4			8-10	8-10	8-10
12/7 to 12/11	7-8, 12:30-3:30		12-2		

Adjunct Faculty

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Required Textbooks and Manuals

ATI – Resources – Edison State – Installment 4 – Cohort 1226. ATI Nursing Education (2025). ISBN13: 8780000190926

ATI Content Mastery Series Review Modules (Distributed in NUR 135/NUR210):

- Leadership and Management
- Community Health
- Maternal Newborn Nursing
- Pediatric Nursing
- Pharmacology for Nursing
- Fundamentals for Nursing
- Adult Medical Surgical Nursing
- Mental Health Nursing
- Nutrition for Nursing

In addition, all texts required in previous courses.

Open Education Resources (OER), Open Resources for Nursing (OPEN RN) Open RN - Open Resources for Nursing | Chippewa Valley Technical College (cvtc.edu)

Approved Open Resources
This is a list of approved resources to support more in-depth learning needs.

American Congress of Obstetricians and Gynecologists – www.acog.org
Association of Women's Health, Obstetric and Neonatal Nurses – www.awhonn.org
American College of Nurse Midwives – www.midwife.org
National Association of Nurse Practitioners – www.napnap.org
American Association of Nurse Practitioners – www.aanp.org
National Institutes of Health – www.nih.gov
Centers for Disease Control and Prevention – www.cdc.gov
Journal of Obstetric, Gynecologic, and Neonatal Nursing – www.jognn.org
Other peer reviewed journals
Textbooks in the library

Course Outline

This course is divided into four units:

Unit 1: Maternal, Newborn, and Women's Health

Women's health, maternity, and newborn nursing are specialty areas within the nursing profession. The purpose of an associate degree nursing program is to prepare a generalist nurse who can provide safe, evidence-based care across a variety of healthcare settings. Therefore, this unit focuses on the foundational knowledge and skills that every nurse should be expected to demonstrate during the first year of professional practice. Nurses who choose to specialize in women's health or maternal-newborn nursing will receive additional education, training, and orientation through their employing healthcare organization. With the goal of preparing a competent generalist nurse in mind, this unit of study will focus on six key aspects of women's health, maternity, and newborn nursing. The concepts included in this unit are:

1. Overview of Maternal, Newborn, and Women's Health Care
2. Reproductive and Women's Health
3. Pregnancy and Fetal Development
4. Labor and Birth
5. Following Birth
6. Newborn Care

Unit 2: Leadership, Management, and Community Health Nursing

This unit introduces the foundational concepts of leadership, management, and community health nursing. It builds on knowledge gained in previous nursing courses while introducing additional concepts that a generalist nurse needs to provide safe, high-quality, and cost-effective patient care across a variety of healthcare settings. The concepts included in this unit are:

1. Leading and Managing Client Care
2. Coordinating Client Care
3. Professional Responsibilities
4. Maintaining a Safe Environment
5. Culture of Safety in Delivering Care
6. Foundations of Community and Public Nursing
7. Drivers of Health
8. Using Evidence
9. Improving the Community's Health
10. Individual and Family Well-Being
11. Populations at Risk for Disruptions in Well-Being

Unit 3: Pediatric Nursing

Pediatric nursing is a specialty area within the nursing profession. The purpose of an associate degree nursing program is to prepare a generalist nurse who can provide safe, effective care across a variety of healthcare settings. As a result, this unit focuses on the foundational pediatric knowledge and skills that every nurse should be expected to demonstrate during the first year of professional practice. Nurses who choose to specialize in pediatric nursing will receive additional education, training, and orientation through their employing healthcare organization. This approach ensures that students develop the essential pediatric competencies needed for entry-level nursing practice while recognizing the specialized preparation required for pediatric nursing roles. The concepts included in this unit are:

1. Overview of Pediatric Nursing Pediatric Nursing Today
2. Caring for Pediatric Clients Across the Lifespan
3. Specific Consideration in the Pediatric Population
4. Health Alterations in the Pediatric Population

Unit 4: Pharmacology/NCLEX Success

Upon completion of this unit, students will apply pharmacological principles to safely administer, monitor, and evaluate medications related to respiratory, anti-infective, reproductive, and vaccine therapies, while demonstrating readiness for NCLEX-RN success through focused review and assessment using ATI and Archer Review resources.

College Support Services

Advising Services
Edison State's career pathway advisors are your partners in success. A career pathway advisor is the first advisor that you will meet with once you have made the decision to further your education. Together, you and your career pathway advisor will:

- Identify the right academic major to set you on your desired career path.
- Identify the courses you'll need to accomplish your academic goals.
- Help you develop a student plan tailored to your lifestyle and work schedule.

Prepare you to navigate your first semester at Edison State.

You can find your career pathway advisor and faculty advisor information, including their email address, by logging into MyESCC and clicking on Student Planning. Go to Plan and Schedule and click on the Advising tab. You may also call 937-778-7850 to connect via phone call

Computers Services
If you are working on campus, there is seating available in the internet café and the student lounge. The Library and Tutoring Center have computers and printers available for your use.

eCampus Services
The online bookstore carries all books and required materials for Edison State courses. Through the Edison State customized eCampus online storefront, you will be able to access your course materials through a single sign-on process. Once logged in, you can view your course materials and select purchasing options that fit your needs. eCampus offers course materials at digital, new, used and rental pricing and offers varying shipping options.

Career and Job Services
Our Career and Job Services advisors are dedicated to helping students and alumni advance their professional development as they make career decisions, develop job search strategies, pursue experiential opportunities and secure employment. Career and Job Services also provide career assessments, career information, resume and cover letter help, job postings and resources, tips for interviewing and more. Visit https://www.edisonohio.edu/Career-and-Job-Services/ for more information.

Accommodation/Accessibility and Disability Support Services Policy
Edison State Community College will provide reasonable accommodations for students with documented disabilities. If you believe that you may need an accommodation based on the impact of a disability, contact the instructor privately with your Self-Identification Letter. If you do not have a Self-Identification Letter, contact the Office of Disability Services by email accessibilitysupport@edisonohio.edu or call 937.381.1548. The Office of Disability Services is located on the Piqua Campus in Room 160. For additional information, visit the https://www.edisonohio.edu/services-support/accessibility-disability-support-services page.

Testing Your Faith Act Policy
Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, https://www.edisonohio.edu/services-support/registration-records, located in "Forms" and provide a copy to their individual faculty within 14 days from the start of the course. The entire policy can be found in the student handbook at https://www.edisonohio.edu/services-support/student-resources.

Student Wellness Center
College is stressful! Feeling burnt out, anxious, frustrated? When challenges arise, it's helpful to have someone to talk to. We have partnerships established with many local mental health providers and can connect you with area resources.

Support Services Available

Edison State has built a network of health professionals to support students. With these partnerships, students who need support in areas such as:

- Recovery and counseling referral
- Housing
- Food
- Physical well-being

Information and Education
We also provide information and education on the topics of:

- Alcohol and drug abuse and prevention
- Sexual assault prevention and awareness
- Building healthy relationships
- Inclusion and belonging
- Survivor support
- Self-care
- Anti-hazing

Getting Help
If you are struggling and need to speak with someone in person, please reach out to the Dean of Student Affairs.

Emergency Resources
If this is a medical emergency, please call 911. If this is a mental health emergency, please call 988.

Library Services
The Edison State library is not only a comfortable place to study, but it has an expansive collection of online resources available to help students with research. Resources available to students include:

- Library web page: https://www.edisonohio.edu/library/libguides
- For short instructional videos about using resources: https://libguides.edisonohio.edu
- Library staff assistance: library@edisonohio.edu, 937-778-7950, or visit the library.

Student Resource Center and Charger Station Food Pantries
Edison State Community College is proud to assist students needing help to obtain basic necessities. The Student Resource Center and Pantry is stocked with all kinds of grab-and-go snacks, meal supplies, toiletries, household needs, and community resources. Stop by and check out our centers in Room 163 at Piqua, in the student lounge at Troy, in the Brooke-Gould Learning Resource Center at Eaton, and in Room 121 at Greenville. If you need additional assistance, please reach out at ResourceCenter@edisonohio.edu.

Technical Support Services
For Blackboard Assignment issues, the instructors are the first points of contact

- For log-in Issues or other issues:
- You must be signed up for the SSRPM.
- Several issues require your student ID.
- During regular business hours (9-5 Monday-Thursday, 9-4 Friday), contact IT by e-mail (support@edisonohio.edu) or by phone (937-778-8600 and ask for IT).
- After hours, either:
    - Log onto the SSRPM and go to “forgot password”, answer the security questions, and then click to change your password.
    - Go to www.edisonohio.edu into the Resources tab and click "IT Help Desk" then click "Chat" to get the password changed.
    - Call 937.778.7957 to speak with the off-campus Blackboard company staff.

Title IX Statement - Anti-Discrimination, Harassment and Bullying
It is the policy of the College to maintain a learning environment free from bullying, discrimination, sexual harassment or sexual violence. Title IX federal law protects students, employees and third parties with a relationship to the college.

All Edison State Community College employees are required to report all knowledge of incidents that violate the Title IX policy to the Title IX Coordinator or Deputy Title IX Coordinator immediately. Student and employee confidential consultation is available through the Coordinator of Health and Wellness Services.

Title IX Policy and procedure language as well as contact information for the Coordinator of Health and Wellness, Title IX Coordinator and Deputy Title IX Coordinator can be found at www.edisonohio.edu/TitleIX/.

Tutoring Services
All Edison State students are eligible to receive free tutoring and learning support services through our Tutoring Center. Available services include Edison State tutors, both online and in-person, covering a wide variety of courses including various levels of math and paper reviews, online tutoring through OhioLINK eTutoring, distraction-reduced study rooms, and the use of Tutoring Center

resources including subject-specific and general study guides. For more information on tutoring services, visit the Tutoring Center in the Library, email us at tutoringcenter@edisonohio.edu, call 937-778-7959, or visit our webpage at https://www.edisonohio.edu/services-support/tutoring-center .

Additional Support Services

For additional help, please click the ASSIST tab on Blackboard or the Edison State Student Resources folder within your course.

Course Information

Policy Statement
All policies and procedures that are found in the Nursing Student Handbook and the Edison State Student Handbook are applicable to this course.

Core Values
The core values are a set of principles which guide in creating educational programs and environments at Edison State. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these core values whenever appropriate.

Class Attendance Policy
Regular attendance and active participation are required for success in this course. Attendance will be monitored both in person and through Blackboard participation. Missing class sessions, campus labs, or failing to complete Blackboard web-based assignments can significantly impact a student's ability to meet course outcomes and objectives.

If illness or an emergency prevents attendance, the student is responsible for notifying the instructor prior to the scheduled class, lab, or learning experience whenever possible. Students should also consult with the instructor as soon as they return. Any absence from an on-campus class or lab will require completion of an alternate assignment designed by faculty to meet the course outcomes. In addition, students are responsible for obtaining and completing all assignments, activities, and course materials that were issued or covered during the absence.

Syllabus Changes
Changes in assignments, topic, or order of lecture or lab presentation, test dates, evaluation methods, clinical requirements, and other course-related changes may occur at the decision of the faculty. Changes of this nature will be communicated to the students.

ATI, Acknowledgments, and Documentation Requirements
Any student who has not Purchased the ATI product, completed the Acknowledgments and Attestations, or submitted all required documentation by **Tuesday, September 8, 2026,** will be required to sign a withdrawal form. Failure to complete these requirements by **Tuesday of Week 3, September 8,** will result in the student being **officially dropped from the course.**

Writing Standards
Written assignments are expected to reflect carefully developed and proofread, original work on the student's part. Papers should reflect a logical flow of ideas and be free of spelling and grammatical errors. Standard APA documentation as found in the *Writer's Reference* should be followed. Copywriter protection applies to materials found on the Course Blackboard site.

Policy on Academic Dishonesty and Plagiarism
The faculty abides by the college policy on academic dishonesty and plagiarism as outlined in the student handbook.

Use of AI (Artificial Intelligence)
You must be the author of all coursework. You may use AI in some minor or non-substantive ways. The use of generative AI tools (such as ChatGPT) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Drafting an outline to organize your thoughts
- Checking grammar and style

The use of AI tools is not permitted in this course for the following activities:

- Writing a draft of an assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

To stay in compliance with college policies on academic honesty, your use of AI tools must be properly documented and cited. Any assignment that is found to have used generative AI in unauthorized ways will be reported as academic misconduct. If in doubt about permitted usage, please ask for clarification.

Adverse Weather Conditions
In the event, the college is closed:

1. For students attending OB clinical, each clinical faculty member will make a determination regarding cancelation due to weather. Individual clinical faculty will notify students of clinical cancelation, delays, or early dismissal.

2. Students scheduled at other community clinical sites will contact the sites to determine if they are open. If they are open and it is deemed by the student to be safe to travel, the student will attend as scheduled. Faculty will reschedule the experience if unable to attend.
3. Students scheduled for practicum experience may attend if the student deems it is safe to travel.
4. If the college is on a delay, you are to report to class if the opening time is before 12 noon.

Methods of Teaching

The course consists of a series of activities and assessments to assist the student in achieving the outcomes/objectives for the course. Students will engage in self-study methods including reading and online assignments. In-class activities are used to increase the students' ability to develop the knowledge, skills, and attitude needed to provide safe nursing care. Self-directed learning is required to complete readings and identify needs for further information or review.

Strategies that may be used include: lecture, discussion, demonstration, media resources (YouTube and others), role-playing, simulation, team-based learning strategies, audio-visual aids, computer assisted instruction, study and practice groups, and case studies. Students interact with their fellow classmates and faculty for shared learning.

Throughout the semester, various combinations of activities are used to prepare students for testing, which include:

- Weekly Student Learning Outcomes (WSLO)
- Reading from the textbook and other resources
- Adaptive quizzing
- Dosage calculations
- Case studies
- Videos or other media resources
- Instructor assistance during office hours, by appointment, by e-mail, or by phone communication

Methods of teaching/learning include use of web enhancement through Blackboard, class presentation by the instructor, and frequent small group activities where students are encouraged to seek information, review concepts, theories and research, cluster data, review their own opinion and previously held assumptions, and make judgments required for sound decision-making as a registered nurse.

Learning is enhanced through a collaborative process built on trust, shared responsibility, and active participation by both students and faculty. An experiential, inquiry-based approach encourages students to engage openly in the learning process while drawing on the diverse knowledge, skills, and experiences of their peers and instructors.

Faculty serve as facilitators and co-learners, guiding student-centered learning experiences that promote critical thinking, problem-solving, and personal accountability for learning. Community service-learning experiences are integrated into clinical practice through partnerships with healthcare and community organizations. These experiences are designed to benefit both the individuals or communities being served and the students providing the service.

Service-learning encourages students to apply classroom concepts in real-world settings and to work with diverse populations and cultures. Through these experiences, students strengthen their professional knowledge, develop cultural awareness, and gain a deeper understanding of community health needs.

Features of service-learning include:

1. Apply knowledge by testing and applying academic learning.
2. Synthesize knowledge by bringing together past and present learning, giving coherence to students' studies.
3. Critically think and analyze by learning to distinguish what is and is not important in the unfiltered context of the real world.
4. Learn about cultural diversity by learning with, from, and about people of other races, ages, economic means, and competencies.
5. Develop values through firsthand interaction with community issues.
6. Learn inductive reasoning by using the specific as an embarkation point for hypothesizing and theorizing.

Exercises are designed to strengthen listening skills, and role-playing activities may be used to enhance students' ability to apply therapeutic communication techniques and nursing therapeutics, including physiologic care, anticipatory guidance, health teaching, counseling, and health system management. Students are expected to engage in self-directed learning by completing assigned readings and identifying areas that require additional study or review.

Additional academic support resources are available through the Student Development Office. Services such as stress management programs, test anxiety workshops, and other learning support opportunities are offered to help students achieve academic success.

Personal issues may arise when topic areas, such as suicide, abuse, alcoholism, post-traumatic stress, etc., are initiated in class. All students are encouraged to inform the instructor know if they feel a need for referral. If the student wishes, the student may directly contact other Edison State Community College resources.

The instructors are available to help with individual learning needs or concerns.

Clinical Preparation and Professional Behavior
NUR 275 nursing students are soon-to-be licensed health care professionals; therefore, it is expected that the students will be active and assertive learners. By taking an active part in the clinical learning experience, the student will maximize his/her own personal learning experience. For each clinical experience, the student is required to:

- Wear the appropriate Edison State Community College nursing uniform and identification in all settings.
- Be on time and be prepared for the clinical experience.
- Take an active role in learning and participating in assigned experiences for the day.
- Maintain a high level of involvement in the activities of the unit where appropriate.

Clinical with At-Risk Populations
If an illness/emergency prevents your prompt attendance at a scheduled clinical experience, you must call your preceptor and notify faculty by email or phone prior to your scheduled start time. Faculty will reschedule or make alternate assignments.

Practicum
If an illness/emergency prevents your prompt attendance at a contracted practicum experience, you must model the role of an employee: contact your preceptor prior to your scheduled start time and notify faculty of the change in your schedule via email or phone.

Classroom/Clinical/Practicum Policy:

No recording devices of any kind including laptops, I-Pads, tablets, e-readers, smart phones, smart watches, cameras, video/audio recorders may be used in the classroom, testing, clinical, or practicum environment.

Laptops may be used in class and for testing only. No recording is allowed.

Cell phones, if allowed in the clinical/practicum area, must be placed in silent mode and used for emergency notification only.

Cell phones must be placed in silent mode and used for emergency notification only when in the classroom.

No hats or hoodies will be allowed during class or testing.

Children are not permitted in the classroom, lab, or clinical/practicum.

Syllabus Changes
Changes in assignments, order of lecture or lab presentation, test dates, clinical requirements and other course related changes occur by decision of the faculty. Students are notified as soon as possible via email and Blackboard announcements.

Clinical Skills
The student is responsible for competence in all skills taught in past semesters. Any student needing skill remediation must notify faculty immediately.

Health Status
The student is responsible to report any changes in health status that limits their ability to meet the health requirements as outlined on the physical form. Students who attend clinical/practicum experiences and are not current in their health requirements will receive a critical element for putting patients at risk.

An Overview of Course Arrangement and Structure

Progression is required of students as they move through the evidence-based nursing curriculum at Edison State Community College. Students are preparing to move from a student environment to an independent work environment. The Nursing 275-S Flex capstone course is designed to assist students in meeting the requirement of progression as they: integrate increasingly complex knowledge and skills; continue to develop the clinical judgment necessary to provide safe care and reduce risk potential for patients. Students must become more autonomous and self-directed, taking on increasingly independent responsibilities while displaying appropriate accountability behaviors and maintenance of professional boundaries to meet course and clinical outcomes for Nursing 275-S Flex.

Student success depends, in part, on:

- Accountability
- Keeping faculty advised when students are in a clinical area (see Notification Protocol for Clinical and Practicum.)
- Time management
- Scheduling, completing assignments in a timely manner, and communicating effectively with faculty are critical activities. Students, under the direction of faculty and within specific parameters, do clinical self-scheduling (see Notification Protocol for Clinical and Practicum.)
- A portion of class time is planned for independent learning by students and for completing assigned work. Some of the course assignments are self-arranged by students. Students are responsible for efficient use of time throughout the semester and for completing all work assigned in order to successfully complete the course.

This course is presented in the FLEX format. The class meets on campus for 10 of the 16 weeks of the semester. Alternative methods of presentation and assignments have been developed to enhance the learning experience for the weeks the student does not meet on campus. For the weeks we do not meet on campus, it is imperative that students independently schedule time to complete readings and activities as outlined in the syllabus.

All testing and assignments are designed to explore and reinforce:

- Edison State Core Values,
- Nursing Program Philosophy
- Quality and Safety Education in Nursing (QSEN) competencies
- Course outcomes

Faculty uses the most valid, reliable test methods, and the most accurate test analysis methods available. The faculty's main goal is student success, and all students are treated equally.

All submissions must be accurate, complete, and submitted by the date specified. Submissions must be submitted through Blackboard using the form supplied in the assignment link unless otherwise specified. Assignments that do not meet college standards will be returned without a grade. Students are required to correct the assignment and resubmit it by date noted. One resubmission per assignment is allowed.

Supporting documentation used for assignments must be evidence-based. Proper citation and discussion of strength of evidence measures must be included. Strength of evidence measures (meta-analysis, etc.) may be found at http://qsen.org/competencydomains/evidence-based-practice/.

Lab Focus

LAB STUDENT LEARNING OUTCOMES (LSLO)

LSLO 1:	**Upon completion of the didactic component of the Lab Experience, students will demonstrate competency in the following upper-level nursing skills:**
LSLO 1.1	Demonstrates customer service skills
LSLO 1.2	Organizes workload to manage time effectively.
LSLO 1.3	Uses interpersonal skills to maintain open communication.
LSLO 1.4	Maintains professional behavior and appearance
LSLO 1.5	Demonstrates ability to supervise trained, unlicensed personnel.
This competency is evaluated using information provided in the preceptor's final feedback.	
LSLO 2:	**Upon completion of the NCLEX Review Course, the student will have: organized, clarified, and prioritized previously learned material thereby enhancing his/her chances of NCLEX success.**
This competency is evaluated by the student passing NCLEX on the first attempt.	

The students will complete:

- A lab on the first day of the semester will cover:
    - Your Why
    - Faculty/Student Expectations
    - Notification Protocol
    - Syllabus
    - Blackboard Course
    - Testing
    - Grading
    - Professionalism
    - Incivility
    - Patient Satisfaction
    - Confidentiality
    - Gender Identity
    - Resume Writing
    - Behavioral Interviewing
    - AI in Nursing
    - Practicum Orientation Schedule
    - Practicum/At-Risk Assignments
    - Expectations for Student Behavior in the Clinical Setting
    - Dayton Children's Requirements
        - Flu season is Oct-May. Approved Flu exemptions MUST wear a mask at clinical
        - TB test within the last year
    - State Board of Nursing/Nurse Practice Act
    - Process for Obtaining/Maintaining License
- Archer Pulse NCLEX Prep
- NCLEX Review Course:
    - **Students are required to attend all three days of the NCLEX Review Course in order to satisfactorily meet this course requirement.**

Clinical Focus

The student must complete:

- 96 hours of clinical time in practicum over six weeks with preceptor during the module assigned.
- 12 hours of clinical time on obstetrics unit or obstetrics related community sites
- 12 hours clinical in pediatric related community clinical sites.

Weekly Schedule

Located on Blackboard course site under Syllabus folder.

Notification Protocol

Nursing 275-S Flex is uniquely structured to allow students a maximum of autonomy within course guidelines.

Mandatory protocol for safety and accountability in clinical settings:

- Practicum schedules are to be developed with your preceptor and posted to Blackboard. Any changes to your practicum schedule must be communicated to the faculty via email with appropriate editing on your posted schedule.

- If an emergency prevents your prompt attendance at a scheduled clinical experience, modeling the role of an employee, you must call your preceptor first and then notify faculty via phone or email **prior** to your scheduled start time.

FACULTY on call	Phone numbers	Special Instructions:
Leah Wells MSN, BSN, RN Associate Professor of Nursing lwells2@edisonohio.edu Office 027C	Office: 937-381-1521	Can call, text, or fax the office number
Julie Willenbrink DNP, MSN, RN, CNE Associate Professor of Nursing jwillenbrink@edisonohio.edu Office 027I	Office: 937-381-1520	Can call, text, or fax the office number

Office Hours

Faculty will check email by 09:00 Monday through Friday. Any questions regarding assignments should be emailed to faculty and will be dealt with at that time.

Faculty are available 24/7 for unexpected clinical events/occurrences.

Office Hours: To be announced via Blackboard. In addition to posted hours, faculty is available by appointment.

Criteria for Course Grade

Formative evaluation (F), Summative evaluation (S)

Testing: Points for Course	Points Possible	Course Student Learning Outcomes (CSLO
Unit Test 1 – Maternal, Newborn, and Women's Health (F)	150	2, 3, 4, 5, 6, 7, 8, 9, 10
Unit Test 2 – Leadership, Community, and Public Health (F)	150	1, 2, 3, 6, 7
Unit Test 3 – Pediatric Nursing (F)	150	1, 2, 3, 6, 7
ATI Engage Series (62 assignments; 2 point each) (S)	124	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
ATI Practice Assessments A: (F)		
1. Fundamentals	5	1, 2, 3, 4, 5, 6, 7
2. Leadership	5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
3. Community Health	5	1, 2, 3, 4, 5, 6, 7
4. Maternal Newborn	5	1, 2, 3, 4, 5, 6, 7
5. Pediatric Nursing	5	1, 2, 3, 4, 5, 6, 7
6. Pharmacology (B)	5	1, 2, 3, 4, 5, 6, 7
7. Nutrition	5	1, 2, 3, 4, 5, 6, 7
8. Comprehensive Predictor	5	1, 2, 3, 4, 5, 6, 7
ATI Proctored Assessments: (S)		
1. Fundamentals Retake	25	1, 2, 3, 4, 5, 6, 7
2. Leadership	25	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
3. Community Health	25	1, 2, 3, 4, 5, 6, 7
4. Maternal Newborn	25	1, 2, 3, 4, 5, 6, 7
5. Pediatric Nursing	25	1, 2, 3, 4, 5, 6, 7
6. Pharmacology	25	1, 2, 3, 4, 5, 6, 7
7. Nutrition	25	1, 2, 3, 4, 5, 6, 7
8. Comprehensive Predictor	100	1, 2, 3, 4, 5, 6, 7
Archer Review 20-Week Study Plan		
1. BLA Assessment (85)	4 (Pass)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
2. Practice Fundamental (55)	4 (Complete + Remediation)	1, 2, 3, 4, 5, 6, 7
3. Practice OB (55)	4 (Complete + Remediation)	1, 2, 3, 6, 7
4. Practice Peds (55)	4 (Complete + Remediation)	1, 2, 3, 6, 7
5. Practice Leadership (55)	4 (Complete + Remediation)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
6. Practice Pharmacology (55)	4 (Complete + Remediation)	1, 2, 3, 4, 5, 6, 7
7. Practice Nutrition (20)	4 (Complete + Remediation)	1, 2, 3, 4, 5, 6, 7
8. Readiness Assessment 1 (85)	4 (Borderline or higher)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
9. Readiness Assessment 2 (85)	4 (Borderline or higher)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
10. Readiness Assessment 3 (85)	4 (Borderline or higher)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
11. Readiness Assessment 4 (85)	4 (Borderline or higher)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
12. Readiness Assessment 5 (85)	4 (High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
13. Readiness Assessment 6 (85)	4 (High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
14. CAT Exam 1 (85)	8 (Pass)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Archer NCLEX Practice Exams after graduation		
15. Readiness Assessment 7 (85)	(High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
16. Readiness Assessment 8 (85)	(High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
17. Readiness Assessment 9 (85)	(High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
18. Readiness Assessment 10 (85)	(High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
19. CAT Exam 2 (85)	(Pass)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
20. Readiness Assessment 11 (85)	(High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
21. Readiness Assessment 12 (85)	(High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
22. Readiness Assessment 13 (85)	(High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
23. Readiness Assessment 14 (85)	(High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
24. Readiness Assessment 15 (85)	(High or Very High)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
25. CAT Exam 3 (85)	(Pass)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Dosage Calculation Quiz	30	3, 4

Testing: Points for Course	Points Possible	Course Student Learning Outcomes (CSLO
Health Care System Impact Paper (F)	15	9, 10, 11
Review of NCLEX Test Plan (F)	6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Total	1000	
Archer Completion and Remediation (1,525 questions + at least 4 hours of remediation)	Bonus Points = 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Satisfactory/Unsatisfactory Assignments for Course	Course Student Learning Outcome (CSLO)
Human Diversity Exercises (F)	1, 6
Presentations on Select Topics (F)	2, 3, 4, 5, 6, 7, 8, 9, 10
Pharmacology Strategies Audio Review	2
Mid Term Clinical Discussion Board (S)	1, 3, 6, 10
Final Clinical Discussion Board (S)	1, 3, 6, 10
NCLEX Review Course Discussion Board (F)	3

Satisfactory/Unsatisfactory Clinical Assignments	Course Student Learning Outcome (CSLO)
At-Risk Populations Clinical Feedback (F)	6, 7, 8, 10
Summary of At-Risk Populations Clinical (S)	6, 7, 8, 10
Daily Practicum Feedback (F)	6, 7, 8, 10
Final Practicum Feedback (S)	6, 7, 8, 10
Summary of Practicum Experience (S)	6, 7, 8, 10
Course Outcomes Self Evaluation (S)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Refer to syllabus for specific assignment criteria.
See Weekly Class and Testing Schedule for due dates.

Students can expect most assignments to be graded, and grades entered in the grade center within 48 hours of due date.

A student's **course grade** will be determined by the test and quiz points earned and satisfactory completion of all other course assignments (see tables).

All non-point assignments must be satisfactory in order to receive a passing grade for the course. Failure to comply will result in a grade of D being recorded and failure of the course.

All non-point assignments must be submitted according to the established schedule and method. Failure to comply will result in a grade of Incomplete being recorded until all course work is submitted.

A student's clinical grade will be determined by satisfactory completion of practicum and other clinical assignments (see table).

If the **clinical grade** is unsatisfactory and the classroom grade is passing, a grade of D will be recorded and result in failure of the course. A course grade of C or better is required to pass the course.

Grading Scale

A minimum of **779.5** points must be achieved to pass NUR 275S (779.5 rounds to 780 = 78%).

Minimum points for course letter grade are as follows:

A = 929.5 B = 849.5 C = 779.5 D = 699.5

Course Grades for ATI Assessments

Purpose: ATI Assessments are used to evaluate your mastery of the unit material according to the NCLEX test plan. The review mechanism for ATI Assessments is the comprehensive diagnostic report detailing the student's performance in each content area. The student is encouraged to create a focused review.

ATI Practice Assessments

Students will complete seven ATI Practice Assessments:

Fundamentals A **(Must be dated between 8/24/26 and 8/28/26)**
Leadership A
Community Health A
Maternal/Newborn A
Pediatric Nursing A
Pharmacology B
Nutrition A

- Both Practice Assessments A & B will open the first day of the semester for Fundamentals and 13 days before all other Proctored Assessments
  - See Blackboard and Weekly Schedule for due dates for Practice Assessment A
  - Take ATI Practice Assessment A
    - Take this as an open book assessment
    - You only have 1 attempt
    - This is not a group assessment
      - See Policy Statement: Academic Honesty
    - Look up any answer you do not know
    - There is an 8-hour time limit
    - You can close out of the assessment and continue later
  - Due prior to 8am on the day you are scheduled to take the proctored assessment
    - If you earn 78% or better, you will get 5 points.
    - If you earn less than 78%, your grade will be determined by your individual score/percentage x the possible points (i.e., 0.65 x 5 points = 3.25). Your points will be rounded to the nearest 100th.
  - Submit via Blackboard assignment link
    - Attach the Individual Performance Profile

  - OPTIONAL: Take ATI Practice Assessment B
    - As an additional study tool for the Proctored Assessment
    - Take without the assistance of your review modules and notes

  - ATI Technical support is available through your student ATI account
    - Monday – Friday
    - 7am to 10pm
    - 1-800-667-7531
    - Chat is also available

ATI Proctored Assessments

Students will complete seven ATI Proctored Assessments:

Fundamentals
Leadership
Community Health
Maternal/Newborn
Pediatric Nursing
Pharmacology
Nutrition

Grade points will be assigned according to the following scale:

ATI Proficiency Level	Points
Level 3	25+5
Level 2	25
< Level 2	Individual % score x 25

ATI Practice Assessment: Comprehensive Predictor

- Both Practice Assessments A & B will open 13 days before the Proctored Assessment
    - See Blackboard and Weekly Schedule for due dates for Practice Assessment A

- Take ATI Practice Assessment A
    - Take this as an open book assessment
    - You only have 1 attempt
    - This is not a group assessment
        - See Policy Statement: Academic Honesty
    - Look up any answer you do not know
    - There is no time limit
    - You can close out the assessment and continue later

- Due prior to taking the proctored assessment
    - If you earn 78% or better, you will get 5 points.
    - If you earn less than 78%, the grade will be determined by your individual score/percentage x the possible points (i.e., 0.65 x 5 points = 3.25). Your points will be rounded to the nearest 100th.

- OPTIONAL: Take ATI Practice Assessment B
        - As an additional study tool for the Proctored Assessment
        - Take without the assistance of your review modules and notes

- ATI Technical support is available through your student ATI account
    - Monday – Friday
    - 7am to 10pm
    - 1-800-667-7531
    - Chat is also available

ATI Proctored Comprehensive Predictor

- Maximum Point Value: 100 points
- Points will be awarded based on the predicted probability of passing the NCLEX-RN x 100 points possible
    - If you achieve a probability of passing of 99% (99% x 100 = 99 points)
    - If you achieve a probability of passing of 83% (83% x 100 = 83 points)
- If you achieve an individual score of 100% you will earn the full 100 points

    - If you fail to achieve a 90% probability of passing
        - You will do remediation and complete the focused review
        - You will retake the ATI Proctored Comprehensive Predictor
    - See the Weekly Schedule for the retake date
        - If you achieve a higher probability of passing on your retake, points will be adjusted to the higher of the 2 assessments.

ATI Engage Series

Module tests are assigned for each content area. Two points will be awarded for achieving 90% or better without rounding on the first attempt. No points are earned for a test score of <90% or late submissions. Completed tests must be submitted to Blackboard by the due date that is listed in Blackboard and on the Weekly Schedule.

Unit Tests

Graded: Points for course, see Criteria for Course Grade in syllabus.

Due Date: Check "Weekly Schedule"

Purpose: Unit tests are used to evaluate your mastery of the material presented in the corresponding unit of study.

Unit Test will be administered using the ATI platform.

Test Instructions:

- Tests will be proctored.
- If an emergency prevents your prompt attendance, you must call faculty prior to the start of the test. Failure to do so may result in a 25% decrease in the test score earned.
- Students are responsible for ensuring selected answers are marked before clicking on the forward arrow.
- You will be informed as to the length of time allotted for the test before you begin. You will be given 1.5 minutes per question for standard multiple-choice questions. You will be given 2 minutes per question for alternate format questions.

Make up tests may be in a different format, which can include essay questions. Make up tests must be scheduled with faculty prior to the scheduled test date/time. Emergencies are dealt with on an individual basis.

Unit Tests will be administered via ATI platform. There will be separate tests for multiple choice and alternate format items. Test review is by appointment only.

Archer Pulse

Graded: Points for course, see Criteria for Course Grade in syllabus.

Due Date: Check "Weekly Schedule"

Purpose: To evaluate your mastery of specific content areas. To evaluate your readiness for taking and passing the NCLEX-RN Exam.

- Points will be awarded based on the results of Archer Practice, Readiness, and CAT exams. See Course Points

Archer Completion and Remediation

Graded: Bonus Point opportunity, 10 points.

- Bonus points will be awarded for completing at least 975 questions and at least 4 hours of remediation
- No partial points will be awarded

Due Date: By Tuesday of Week 16

Purpose:

- To encourage students to follow the outlined Archer plan and complete all testing and remediation.
- To ensure content mastery.
- To ensure NCLEX-RN success on first attempt.

Dosage Calculation Quiz

Graded: Points for course, see Criteria for Course Grade in syllabus.

Due Date: The dosage calculation quiz is taken via the student ATI account. Due date is indicated on the Weekly Class and Testing Schedule.

Purpose: The quiz is used to evaluate your mastery of the dosage calculation. You are to complete the quiz individually.

Quiz Instructions:

- There are 15 questions on the quiz. The quiz is worth 30 points and MUST to be completed in **29 minutes** plus a one-minute grace period.
    - If you go over the 24-minute timeframe, you will get a gold shield in your grade book. This signals us to review your time and adjust your score as outlined below if applicable.
    - You will need to closely monitor your own time.
    - If you exceed the time limit, your score will be reduced by two (2) points for each minute.

    Example:

Time allotted	Time taken	Reduction in score
30 minutes	30 minutes	None
30 minutes	31 minutes	2 points
30 minutes	32 minutes	4 points

- Quizzes are available from **0800 Wednesday until 0800 Friday**
- If your ATI quiz screen freezes while taking the Quiz, exit the quiz, then you will be able to continue the quiz where you left off.
- If you have issues that occur during your online quiz, like going over your time limit due to technical issues
    - Email Dr. Willenbrink at jwillenbrink@edisonohio.edu
    - Failure to email Dr. Willenbrink may result in the loss of quiz points
- If an unforeseen circumstance prevents you from completing the quiz during the scheduled time, you must notify the faculty.
        - Faculty will consider individual circumstances. If you are allowed to do a make-up quiz, you will be awarded 50% of the points earned.
- Due prior to 8am on the assigned Friday, see the Weekly Class and Testing Schedule.
    - Points will be awarded based on percentage earned on the quiz x 30 points possible.
        - Example, if you achieve 95% (30 x 95% = 28.5 points)
- Submit via Blackboard assignment link
    - Attach the Individual Performance Profile
- Technical support is available through your student ATI account
    - Monday – Friday
    - 7am to 10pm
    - 1-800-667-7531
    - Chat is also available

Review of Detailed NCLEX Test Plan:

Graded: Points for course, see Criteria for Course Grade in syllabus.

Due Date: Check "Weekly Schedule"

Purpose:

- To encourage students to review the NCLEX test plans before taking the NCLEX-RN Examination. The test plans contain in-depth information regarding exam content, exam administration, item writing tips and the inclusion of clinical judgment. The test plans guide candidates preparing for the exam, inform the direction for item development and facilitate classification of exam items. The test plans are updated every three years to reflect fair, comprehensive, current, entry-level nursing competency measurement.
- To enhance student understanding of the outcomes required for them to pass the NCLEX-RN Examination
- To explain how ATI Comprehensive Predictor, Archer Review, and focused NCLEX preparation can help address your identified areas for improvement.

Outcomes:

- Go to the NCLEX-RN Test Plan at https://www.nclex.com/files/2026_RN_Test%20Plan_English-F.pdf
- Review the NCLEX-RN Test Plan
- Pay particular attention to the Client Needs categories, Clinical Judgment Model, content distribution, and Pharmacological and Parenteral Therapies section.
- Write a **2-3 page paper (APA format not required)** that addresses the following:

  Part I: NCLEX-RN Test Plan Overview
  - Describe the purpose of the NCLEX-RN Examination and explain how the test plan is used to assess entry-level nursing competence.
  - Summarize the four major Client Needs categories and their associated subcategories.

  Part II: Clinical Judgment and Nursing Practice
  - Explain the six steps of the NCLEX Clinical Judgment Measurement Model (NCJMM):
    - Recognize Cues
    - Analyze Cues
    - Prioritize Hypotheses
    - Generate Solutions
    - Take Action
    - Evaluate Outcomes
  - Discuss why clinical judgment is essential for safe and effective nursing practice.

  Part III: Content Analysis and Self-Assessment
  - Review the NCLEX content distribution percentages and identify areas you need further review based on the results of Archer Pulse BLA assessment
    - Two content areas where you feel most prepared.
    - Two content areas that require additional study and review.
    - Your rationale for each selection.

- Submit via assignment link

Pharmacology Strategies Audio Review:

Graded: Satisfactory/Unsatisfactory

Due Date: Check "Weekly Schedule"
Purpose:

- To enhance students' ability to analyze pharmacology questions and choose correct answers.

Outcomes:

- Listen to the 30-minute audio presentation on the Saunder's Comprehensive Review for the NCLEX-RN Examination located on-line.
- Create a detailed outline of the presentation.
- Submit via assignment link

Directions:
1. Log into evolve
2. Click on the "Evolve Resources for Saunder's Comprehensive for the NCLEX-RN"
3. Click on "Exam Review"
4. Select continue and log in
5. Under the Select Mode column, choose Audio Reviews
6. Select Pharmacology
7. Hit play

Presentations on Select Topics:

Graded: Satisfactory/Unsatisfactory

Due Date: Check "Weekly Schedule"

Purpose:

- To enhance student learning specific to Leadership, Management, and Community and Public Health

Outcomes:

- Topics will be assigned to groups of students to prepare and present one of the following leadership/management/community health concepts.
- Complete a review of the ATI Video Case Study and corresponding content from ATI Engage modules.
- The oral group presentation will provide classroom discussion questions to facilitate a robust conversation about the learning points of the video case study.
- Incorporate an evaluation of your learners.
- Length of presentation is not to exceed 15 minutes, including the evaluation tool.
- Each group member must participate and present a part of the presentation.

Presentation Topics: ATI Video Case Studies

Leadership and Management

1. *Patient Centered Care: Patient Advocacy*
2. *Health Care Law: Client Rights and Informed Consent*
3. *Leadership and Management: Assignment, Delegation, and Supervision*
4. *Critical Thinking/Clinical Reasoning/Clinical Judgment: Nursing Process and Priority Setting*

Community and Public Health

1. Critical Thinking/Clinical Reasoning/Clinical Judgment: Mass Casualty Triage/Disaster Management
2. Health Care Delivery Systems/Organizations: Types of Settings
3. Gas Exchange Oxygenation: Cystic Fibrosis: Identifying Health Concern
4. Gas Exchange/Oxygenation: Cystic Fibrosis Part 1
5. Gas Exchange/Oxygenation: Cystic Fibrosis Part 2

Additional Resources:

National Patient Safety Goals: jointcommission.org
Immunizations: cdc.gov
ANA Code of Ethics: www.nursingworld.org/coe-virw-only

Human Diversity Exercises

Graded: Satisfactory/Unsatisfactory

Due Date: Check "Weekly Schedule"

Purpose:

- To allow the student to explore his/her own differences and personal biases as a platform for growth, understanding and acceptance of others in their care and in their circles of influence

Outcomes:

- Each student will select three Implicit Association Tests (IATs), take each IAT.
- Submit a one-page summary of your thoughts about the exercises and any self-discovery you wish to share that may have occurred as a result by the date provided.
    - List the tests you took
    - One paragraph of any self-discovery you wish to share
    - One paragraph about your thoughts about this exercise
- This summary is to be submitted through Blackboard by copying and pasting the assignment into the submission section in the assignment link.

Instructions:
Go to the website: https://implicit.harvard.edu/implicit/

Choose: "continue as a guest by selecting from our available language/nation demonstration sites:"

Read the disclaimer and click on "I wish to proceed"

Choose a test, follow the instructions, and take the test

Review your results

Submit summary via link on Blackboard by copying and pasting the assignment into the submission section in the Diversity assignment link.

Health Care System Impact Paper

Graded: Points for course, see Criteria for Course Grade in syllabus.

Due Date: Check "Weekly Schedule"

Purpose:

- To enhance student learning specific to the larger health care system and its impact on the delivery of care
    - Explore issues regarding access to quality health care including the impact of payment options.
    - Advocate on the client's behalf as they move through the health care system ensuring high-quality health care is delivered in a cost-effective and time-efficient manner.
    - Appraise the role that health-care organizations (ex. international health organizations, federal health agencies, Veterans Health Administration, and state and local health agencies) play in developing global concepts of health.

Outcomes:

- Choose a topic that impacts the larger health care system and discuss its impact on the delivery of care.
    - International health organizations
    - Federal health agencies
    - Veterans Health Administration
    - State and local health agencies
- Use current APA format. A template has been provided to assist with APA format.
- 3-5 pages, not including the title and reference page
- Include 3 references that are within the last 5 years and are peer-reviewed journals
- Submitted via Blackboard Turnitin assignment link
- Follow grading rubric in Turnitin assignment link

Practicum/At-Risk Population Learning Objectives (PARPLO)

PARPLO 1	Collaborates with patients and his/her families or surrogates to develop patient-centered care outcomes incorporating patient's preferences and values. (CSLO 1A, 6A) = (PSLO 1, 6)
PARPLO 1.1	Demonstrates customer service skills.
PARPLO 1.2	Demonstrates ability to deal with aggressive/difficult people.
PARPLO 1.3	Respects client's values, preferences, and expressed needs in planning care.
PARPLO 1.4	Uses interpersonal skills to maintain open communication.
PARPLO 2	Demonstrates interdisciplinary team collaboration and professional communication to achieve outcomes and resolve conflict. (CSLO 5B, 6A, 7B) = (PSLO 5, 6, 7)
PARPLO 2.1	Applies structured method for communicating critical information that requires immediate attention and action contributing to effective resolution and increased patient safety.
PARPLO 2.2	Acts as liaison between the patient and health care team.
PARPLO 2.3	Demonstrates effective patient/family teaching skills.
PARPLO 2.4	Remains adaptable and flexible in stressful situations.
PARPLO 2.5	Covers anger/negative emotions.
PARPLO 2.6	Demonstrates ability to supervise trained, unlicensed personnel.
PARPLO 2.7	Maintains professional behavior and appearance.
PARPLO 3	Provide evidence-based therapeutic interventions to achieve outcomes. (CSLO 3A) = (PSLO 3)
PARPLO 3.1	Uses assessment skills to identify appropriate interventions.
PARPLO 3.3	Integrate current evidence based research into clinical decision making.
PARPLO 3.2	Differentiate between clinical opinion and levels of scientific evidence.
PARPLO 4	Apply the higher level nursing skills of prioritization, critical thinking, and time management to the provision of safe, quality patient-centered care. (CSLO 2A, 3A, 4A, 4B) (PSLO 2, 3, 4)
PARPLO 4.1	Accurately prioritizes nursing care needs of assigned patients.
PARPLO 4.2	Uses critical thinking to ensure safe nursing practice and quality care.
PARPLO 4.3	Organizes workload to manage time effectively.
PARPLO 4.4	Appraises care to reduce risks to both patients and team members.
PARPLO 5	Uses informatics to communicate, manage health data, promote safety and reduce risks. (CSLO 5B) = (PSLO 5)
PARPLO 5.1	Uses informatics to promote quality.

96-Hour Practicum

Graded: Satisfactory/Unsatisfactory

Due Date: By end of week 8 if in Module A, by end of week 15 if in Module B

Purpose:

- The purpose of the practicum experience is to provide students with opportunities to integrate previously learned concepts and further develop the higher-level nursing skills of time management, critical thinking, prioritization, assessment, communication, leadership and management preparing the student for transition from the student to the practicing nurse role. This can be accomplished in any practice setting.
- Follow "Quality and Safety Criteria" (see www.qsen.org) while providing patient care.

Outcomes:

- Each student will be assigned to a clinical practicum at a contracted healthcare facility.
- The faculty will determine the placement of the student based on site availability and consideration of student preference as determined by student responses to the preference form completed at the end NUR 265.
- The student must schedule and complete 96 hours of clinical time over six weeks with the assigned preceptor during the module assigned. **(Module A: 9/5/2026 – 10/17/2026, Module B: 10/18/2026 – 12/5/2026)**
    - Priorities for scheduling clinical time with a Preceptor:
        a. the Preceptor's judgment about when the best learning experiences are available
        b. the Preceptor's work schedule
        c. schedule practicum experiences as close together as possible
- The student is expected to complete textbook readings appropriate to her/his clinical assignment and anticipated experiences.
- The student is responsible for determining learning needs related to the experience.
- After a short orientation to the surroundings, the student is expected to take an active role in meeting the clinical outcomes of Nursing 275-S. The practicum is not an observational experience.
- The student is to demonstrate responsibility and accountability for scheduling hours and completion of this assignment. This is a learning contract with the facility and should only be altered by the preceptor or in case of illness/emergency. All missed time MUST be rescheduled so the student is instructed to schedule **2** make-up dates with the preceptor at the beginning of the experience to allow for possible unforeseen changes.
- If you arrive at your practicum site and your preceptor is not available (sick, cancelled, vacation, etc.) **YOU CANNOT STAY AND BE ASSIGNED TO ANOTHER PRECEPTOR FOR THAT DAY. YOU MUST LEAVE AND USE A SCHEDULED MAKE-UP DATE.**
- If you stay over on your shift to finish charting, the additional time does not count in your 96-hours.
- This is a participative experience. The student will progressively take more responsibility in providing care for a group of patients as defined by the practice setting. Prior to going to the first clinical experience, the student must review all previous program skills to be able to provide safe care. At the first clinical experience the student is responsible for identifying how to access and use policies and procedures specific to the clinical setting.
- The student will wear school uniform and name tag at the clinical site. If the preceptor indicates specific unit dress requirements, (scrubs) then the student will wear uniform to the site and then change.
- Personal dress and appearance must be in compliance with the Nursing Student Handbook.
- The student is responsible for acting in a professional manner and uses effective communication skills when dealing with any issues that may arise with the preceptor. Students are responsible for conferring with faculty if issues cannot be resolved.
- The student is responsible for notifying the faculty of any unexpected event/occurrence.
- The student will have one opportunity to successfully complete a practicum. If the student's performance is unsatisfactory a grade of "D" will be recorded and result in failure of the course. Determination of successful completion will be the responsibility of the faculty with input from the preceptor and the site coordinator.
- The student is responsible for obtaining the Preceptor Qualification Form prior to completing their first practicum experience. Hours do not count unless the form has been completed.

NOTE: The Practicum assignment models a work setting, with the student participating in the role of a nurse. Practicum time may be scheduled on weekends, holidays and when the college is closed. Faculty is available 24X7 (see Notification Protocol). Each student makes his or her individual decision about illness and/or safe travel during inclement weather, just as an employee would do.

In the interest of patient safety and optimal student learning, students should not schedule work hours immediately prior to clinical experiences. Doing so may lead to the issuance of a critical element.

Daily Practicum Feedback

Graded: Satisfactory/Unsatisfactory

Due Date: Submit online via Blackboard assignment link and bring originals the subsequent On Campus Class

Purpose:

- To provide the student with an opportunity to reflect on the practicum experience and upon his/her achievement of the course outcomes as stated in the course evaluation tool.
- To allow the preceptor the opportunity to provide feedback on the student's progress.

Instructions:

- Complete the Daily Progress Report at the end of each clinical shift.
    - The student will complete section 1, "Learning Opportunities" and section 2, "Student perception of opportunities and personal performance"
    - The preceptor completes section 3, "Preceptor evaluation of opportunities, student motivation and performance"
    - Both complete #4, "Goals for the next scheduled day".
- One copy of the form will be submitted to the practicum coordinator and one copy will be submitted to faculty (may be sent electronically). The preceptor has the discretion to complete the form after the clinical experience and submit it directly to the coordinator and faculty.

Final Practicum Feedback

Graded: Satisfactory/Unsatisfactory

Due Date: Submit online via Blackboard assignment link and bring originals the subsequent On Campus Class

Purpose:

- To allow the preceptor the opportunity to provide feedback on the student's overall progress to the student and faculty

Instructions:

- The student will provide the Final Preceptor Feedback Form to their assigned preceptor.
- The preceptor has the discretion to complete the form after the practicum experience and submit it directly to the faculty.

NOTE: Your Preceptors work very hard to provide you an excellent learning experience. If you would like to share positive thoughts with your Preceptor, please consider using the Edison notecard provided for this purpose. Negative feedback should be shared immediately with faculty and is recorded in the student evaluation process.

Summary of Practicum Experience

Graded: Satisfactory/Unsatisfactory

Due Date: By the middle of week 9 if in Module A, by the middle of week 16 if in Module B

Purpose:

- To provide the students with opportunities to integrate previously learned concepts including nursing skills, leadership, and management.
- Reflect upon the practicum experience.
- Document how the patient care provided related to each "Quality and Safety Criteria" (see www.qsen.org).

Instructions:

- The paper must be submitted at the completion of the Practicum using the form in the assignment folder.
- Submit paper through Blackboard by attaching the file to the assignment link.
- Discuss specifically how you provided safe, quality care to patients related to each of the following quality and safety criteria:
  1. Patient-Centered Care
  2. Teamwork and Collaboration
  3. Evidence-Based Practice
  4. Quality Improvement
  5. Safety
  6. Informatics
- Describe specifically how you used the I-SBARR standard for safe communication with other members of the healthcare team during your internship:
  1. Identification
  2. Situation
  3. Background
  4. Assessment
  5. Recommendation
  6. Response-Readback
- Discuss your thoughts about the educational value of the Practicum experience to you as a nursing student. This information will be shared with the facilities and preceptors.

Mid Term and Final Clinical Discussion Board

Graded: Satisfactory/Unsatisfactory

Due Date: By the middle of week 9 if in Module A, by the middle of week 16 if in Module B

Purpose:

- Discuss at least one example from your clinical experience to this point with class. Discuss your Practicum and/or At-Risk Population clinical experience. Post your response to these 6 questions (click CREATE THREAD). Also, respond with additional comments to 2 other classmates' original post.
  1. Opportunity to prioritize
  2. Opportunity for time management
  3. Opportunity for critical thinking
  4. Opportunity to assess
  5. Opportunity to use therapeutic communication techniques (including opportunity to protect patient confidentiality)
  6. Opportunity to manage patient care

Practicum Site Information	Coordinator Information
Children's Medical Center	Faculty Coordinator: Dr. Willenbrink Beth Lee, BSN, RN, CPN RN Project Coordinator/Nursing Administration Office: 937-641-4746 LeeE@childrensdayton.org
Reid Health	Erika Millsaps, MSN, RN, SCRN Manager of Clinical Education Office: 765-983-3000 ext. 4548 erika.millsaps@reidhealth.org
Premier Health	Faculty Coordinator: Mrs. Wells Dino Bueno Jr. MSN, RN, PCCN-CMC, NPD-BS System Nursing Professional Development Specialist Premier Health Learning Institute Office: 937-208-2604 dvbueno@PremierHealth.com
Wayne Healthcare	Kimberlee Freeman, DNP, MS, RN, NEA-BC Vice President of Patient Care Services/CNO Office: 937-569-6719 kimberlee.freeman@waynehealth.org
Wilson Health	Alice Gonterman Education Secretary Office: 937-498-5409 agonterman@wilsonhealth.org
Mercy Health St Rita's Medical Center	Tim Ricker Nursing Professional Development Coordinator BSMH – St. Rita's Medical Center Office: 419-226-9537 tjricker@mercy.com
Mercy Health Springfield Regional Medical Center	Susan Slusher BSN, RN Supervisor, Nursing Professional Development & Education Springfield Regional Medical Center Office: 937-523-5932 sslusher@mercy.com
Mercer Health	Beth Rogers, BSN RN Clinical Nurse Coordinator Inpatient Services Office: 419-678-5614 brogers@mercer-health.com
Kettering Health	Faculty Coordinator: Dr. Willenbrink Nikki Miller, MSN-Ed, RN, NPD-BC Academic Placement Team Lead Nursing Professional Development Specialist Clinical Education and Professional Development Office: 937-458-4048 Nikki.Miller@ketteringhealth.org
Ohio's Hospice Hospice of Dayton/Hospice of Miami County	Karla Kolakowski RN Excellence Educator kkolakowski@ohioshospice.org Julie Wickline, BSN, RN Director of Education and Staff Development Office: 937-563-2100 jwickline@hospiceofdayton.org
Ohio Living Dorothy Love	Nyky Brewer Director of Nursing Phone: 937-498-2391 www.ohioliving.org/dorothylove
Mary Rutan Hospital	Kathy Luthman RN

Practicum Site Information	Coordinator Information
	Hospital Education Department Office: 937-651-6848 kathy.luthman@maryrutan.org
Lima Memorial Health System	Patricia Baucom Nursing Education Office: 419-226-5089 ext. 4792 pjbaucom@limamemorial.org
Joint Township	Brandi Bye, BSN, RN, NPD-BC Education Manager Phone: 419-394-3387 bbye@jtdmh.org

At-Risk Populations Clinical

Graded: Satisfactory/Unsatisfactory

Purpose:

- To provide the student with clinical experience with children and child-bearing families.

Outcome:

- The student will be assigned by faculty to complete a total of 24 hours:
  - 12 hours in settings that deal with maternal/newborn populations
  - 12 hours in settings that deal with pediatric populations
- Prior to going to the first clinical experience, the student must review all previous program skills to be able to interact appropriately and provide safe care for the assigned setting.

Instructions:

- Report to the contact person of the assigned site at the designated time.
- **All clinical sites: Wear uniform and nametag.**
- Personal dress and appearance must be in compliance with the Nursing Student Handbook.
- Use available resources to prepare for each experience.
- Orientation is specific to site.

At-Risk Populations Clinical Feedback

Graded: Satisfactory/Unsatisfactory

Due Date: After the last day of clinical experience, submitted by Preceptor

Purpose:

- To allow the preceptor the opportunity to provide feedback on the student's overall progress to the student and faculty

Instructions:

- The student will provide the Preceptor Evaluation Form to their assigned preceptor.
- The preceptor will complete the form after the clinical experience and submit it directly to the faculty.

Clinical Sites with Specific At-Risk Populations Information:

Shelby County Health Department 202 West Poplar Street Sidney, OH 45365 937-498-7249 Preceptor: Teri Heath, RN teri.heath@shelbycountyhealthdept.org Hours: 8:00 – 3:00 1 hour lunch off site (No break room at facility)	Miami County Public Health 510 W. Water Street Troy, Ohio 45373 937-573-3523 Preceptor: Melette Bailey, BS, RN mbailey@miamicountyhealth.net Hours: 9:00 – 4:00 Lunch break 11:30 – 12:30
Wilson Health - Women's Health (OB) 915 W. Michigan St. Sidney, OH 45365 Faculty: Amber Jutte, BSN, RNC-EFM, CPST ajutte@wilsonhealth.org Cell: 937-489-8343 Hours: 0615-1845 ½ hour lunch break on site Meet at the Birthing Center entrance.	Wilson Health - Women's Health (OB) 915 W. Michigan St. Sidney, OH 45365 Faculty: Moniqua Skinner, BSN, RN moniquas3@gmail.com Cell: 937-418-9006 Hours: 0615-1845 ½ hour lunch break on site Meet at the Birthing Center entrance.
Piqua City Schools Piqua High School 1 Indian Trail Piqua, OH 45356 Preceptor: Keri Scott, BSN, CSN scottkeri@piqua.org 937-773-6540 Hours: 8:00 – 3:00	Bradford City Schools 750 Railroad Ave Bradford, OH 45308 Preceptor: Kate Gade, BSN, RN kgade@bradford.k12.oh.us 937-448-2719 Cell: 937-564-9510 Hours: 0745-1430 Park out to the back of the school. ½ hour lunch break, pack or bring money to eat in Bradford.

Summary of At-Risk Populations Clinical

Graded: Satisfactory/Unsatisfactory

Due Date: No later than 1 week after your clinical experience. You only need to do ONE per site.

Purpose:

- To allow the student to reflect on the clinical experience with children, childbearing families and/or a high-risk population.

Outcome:

- After each clinical experience with an at-risk population, the student will complete and submit a one-page paper through Blackboard assignment link using the form located in the **NUR 275 Recourses Module, Forms Folder**. The paper will include the following:
  1. Describe the major service offered in the settings.
  2. Describe how the setting addresses the needs of the target population.
  3. Describe the nurse's role in the setting.
  4. Discuss your thoughts about the educational value of each community clinical experience to you as a nursing student.

NCLEX Review Course

Graded: Satisfactory/Unsatisfactory

Due Date: Check "Weekly Schedule"

Purpose:

- To allow the student to: reflect on material covered in the nursing program; identify knowledge deficits; develop a comprehensive study plan.
- To provide the student an opportunity for increasing their probability of passing NCLEX on the first attempt.

Outcome:

- **Students are required to attend all three days of the NCLEX Review Course in order to satisfactorily meet this course requirement.**

NCLEX Review Course Discussion Board

Graded: Satisfactory/Unsatisfactory

Due Date: Check "Weekly Schedule"

Purpose:

After completing the NCLEX Review Course, identify topics with concepts learned for 10 areas you identified as needing further review. Post your outline of these 10 concepts learned. Also, respond with additional comments to 2 other classmates' original post.

Course Outcomes – Self Evaluation

Graded: Satisfactory/Unsatisfactory

Due Date: Week 16

Purpose:

- To provide the student with an opportunity to reflect on the clinical experiences and upon his/her achievement of the course graduate outcomes as stated in the course evaluation tool.

Instructions:

- Complete the self-evaluation tool:
  - The student will give a specific example of how they met each graduate course outcome.
    - These examples can be from any semester.
  - **DO NOT INCLUDE ANY PATIENT OR FACILITY SPECIFIC INFORMATION!**
- Submit paper through Blackboard by attaching the file to the assignment link.

Clinical Evaluation:

A. A clinical evaluation is made of the student during the last clinical week of the course. The student's ability to promote client safety, perform psychomotor skills, utilize the nursing process and use interpersonal relationship skills, as well as, accountability and responsibility are evaluated.

B. A satisfactory mark on course clinical evaluation tools can be obtained by receiving a "Met" on each stated clinical outcome criteria. Clinical failure occurs by receiving a rating of "Unmet" on any one or more of the stated clinical outcome criteria.

C. Evaluation of each stated outcome criteria on the evaluation tool will be determined according to the following rating scale:
   a. Met = The student performs safely with "supportive cues"* from the instructor.
   b. Unmet= The student requires "directive cues"** from the instructor to perform safely.

D. During the clinical experience the student is responsible for maintaining physical, psychosocial and spiritual safety as defined in the critical elements statement that follows in the syllabus. See critical elements-incident report.

Supportive Cues: Those verbal and nonverbal interactions where the instructor provides encouragement and feedback to the student during skill performance. These interactions are meant to inform the student of his/her level of performance in completing the skill.

Directive Cues: Those verbal and nonverbal interactions where the instructor must provide frequent directions and feedback to the student during skill performance. These interactions are cues that are required in order for the student to safely and effectively perform the skill.

Edison State Community College
Associate Degree Nursing Program
NUR 275S Flex

Practicum/At-Risk Population Student Learning Objectives

Name: _____

At the conclusion of the Practicum/Clinical component of NUR275, the student shall meet the following outcome criteria:

MET	UNMET	
		1. Collaborates with patients and his/her families or surrogates to develop patient-centered care outcomes incorporating patient's preferences and values. (CSLO 1A, 6A) = (PSLO 1, 6)
		1.1 Demonstrates customer service skills.
		1.2 Demonstrates ability to deal with aggressive/difficult people.
		1.3 Respects client's values, preferences, and expressed needs in planning care.
		1.4 Uses interpersonal skills to maintain open communication.
		2. Demonstrates interdisciplinary team collaboration and professional communication to achieve outcomes and resolve conflict. (CSLO 5B, 6A, 7B) = (PSLO 5, 6, 7)
		2.1 Applies structured method for communicating critical information that requires immediate attention and action contributing to effective resolution and increased patient safety.
		2.2 Acts as liaison between the patient and health care team.
		2.3 Demonstrates effective patient/family teaching skills.
		2.4 Remains adaptable and flexible in stressful situations.
		2.5 Covers anger/negative emotions.
		2.6 Demonstrates ability to supervise trained, unlicensed personnel.
		2.7 Maintains professional behavior and appearance.
		3. Provide evidence-based therapeutic interventions to achieve outcomes. (CSLO 3A) = (PSLO 3)
		3.1 Uses assessment skills to identify appropriate interventions.
		3.2 Integrate current evidence based research into clinical decision making.
		3.3 Differentiate between clinical opinion and levels of scientific evidence.
		4. Apply the higher level nursing skills of prioritization, critical thinking, and time management to the provision of safe, quality patient-centered care. (CSLO 2A, 3A, 4A, 4B) (PSLO 2, 3, 4)
		4.1 Accurately prioritizes nursing care needs of assigned patients.
		4.2 Uses critical thinking to ensure safe nursing practice and quality care.
		4.3 Organizes workload to manage time effectively.
		4.4 Appraises care to reduce risks to both patients and team members.
		5. Uses informatics to communicate, manage health data, promote safety and reduce risks. (CSLO 5B) (PSLO 5)
		5.1 Uses informatics to promote quality.

Critical Elements: None

Clinical Assignments: Satisfactory/Unsatisfactory

Clinical Evaluation: Satisfactory/Unsatisfactory

Comments:

_____ _____
Student's Signature Date

_____ _____
Instructor Signature Date

_____ _____
Instructor Signature Date

Edison State Community College
Associate Degree Nursing Program
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Course Student Learning Outcomes

Name: _____

At the conclusion of this course, the student shall meet the following Course Student Learning Outcome criteria:

Program Student Learning Outcomes (PSLO) and Course Student Learning Outcomes (CSLO)

PSLO 1 Value clients and their support systems as the center of decision-making when providing compassionate care.		
MET	**UNMET**	**CSLO 1** Validate the client and their support system as the source of control in providing patient centered care.
PSLO 2 Integrate leadership skills, demonstrating professional judgment and accountability to perform actions within standards of nursing care.		
MET	**UNMET**	**CSLO 2** Integrate management concepts, patient-centered care principles, and professional standards to assure delivery of safe quality care.
PSLO 3 Apply evidence-based practice in the delivery of optimal health care.		
MET	**UNMET**	**CSLO 3** Enhance the development of clinical judgment by applying higher level nursing skills to assure evidence based practice.
PSLO 4 Utilize measures of quality improvement at an individual and systems level to ensure delivery of safe care.		
MET	**UNMET**	**CSLO 4** Explain performance improvement/quality assurance activities for a variety of healthcare settings.
MET	**UNMET**	**CSLO 5** Analyze the impact performance improvement measures have on client care and resource utilization.
PSLO 5 Utilize information and technology in an ethical manner to provide communication, examine information, reduce the risk of errors, and support decision making.		
MET	**UNMET**	**CSLO 6** Practice in a manner consistent with the American Nurses' Association Code of Ethics.
MET	**UNMET**	**CSLO 7** Decrease risk of client's complications related to existing conditions, treatments or procedures through the use of information and technology resources.
PSLO 6 Communicate accurately and effectively to deliver safe care in collaboration with other members of the health care team.		
MET	**UNMET**	**CSLO 8** Incorporate professional communication, conflict management, and leadership principles in facilitating the development of a patient-centered plan of care.
PSLO 7 Respond to the larger health care system and its impact on the delivery of care.		
MET	**UNMET**	**CSLO 9** Explore issues regarding access to quality health care including the impact of payment options.
MET	**UNMET**	**CSLO 10** Advocate on the client's behalf as they move through the health care system ensuring high-quality health care is delivered in a cost-effective and time-efficient manner.
MET	**UNMET**	**CSLO 11** Appraise the role that health-care organizations (ex. international health organizations, federal health agencies, Veterans Health Administration, and state and local health agencies) play in developing global concepts of health.

Comments:

_____ _____
Student's Signature Date

_____ _____
Instructor's Signature Date

_____ _____
Instructor's Signature Date

Edison State Community College
Associate Degree Nursing Program
NUR 275S Flex

Critical Element

Course_____ Semester_____

Issued on _____to _____
(date) *(student)*

Critical elements are those aspects of nursing care which affect the safety of the client's biophysical, psychosocial, and/or spiritual well-being. These elements must be adapted for clients who are in a variety of clinical settings. Any action or inaction which does not meet established standards of care, thus seriously threatening the client's well-being, is a failure to provide safe nursing care.

An infraction of the critical elements occurred in the area(s) indicated below.

	Maintain client confidentiality and privacy.
	Practice in a manner consistent with a code of ethics for registered nurses.
	Recognize limitations of self/others and seek assistance.
	Intervene as appropriate for unsafe care.
	Provide care within the legal scope of practice.
	Act in the role of client advocate.
	Report concerns about the client.
	Provide report on assigned client(s).
	Protect a client from injury.
	Facilitate appropriate and safe use of equipment.
	Apply principles of infection control.
	Properly use patient identifiers when providing care.
	Report an error/event/occurrence.
	Use clinical decision-making/critical thinking in a situation related to a security threat.
	Follow requirements for use of restraints and/or safety device.
	Identify a client in crisis or a life-threatening situation.
	Act in a professional manner.
	Monitor a client to prevent potential or actual injury.
	Prepare and administer medication(s), using the "Rights" of medication administration.
	Review pertinent data prior to medication administration.
	Reassess a client following intervention (e.g., following a PRN medication).
	Accurately document care that was delivered.
	Perform calculations needed for safe medication administration.
	Follow policy and procedure of the institution/agency.
	Other:

Summary of incident:

☐ See additional documentation.
Student response/comments:

Critical Elements – Students are responsible for knowing and successfully performing the critical elements specific to each clinical course. In the event of an infraction of any one critical element, the student will be counseled about the behavior and the incident will be documented. Repeating the same infraction will result in the student failing the clinical experience. In the event of (3) infractions of unrelated critical elements, the student will fail the clinical experience.

Risk Management – A copy of the infractions of critical elements will be held in the nursing office. Students who demonstrate a pattern of critical element infractions from course to course will be counseled by the faculty and/or the director. A contractual agreement for student improvement will be developed. Continuation of the pattern of unsafe care can result in dismissal from the program.

Clinical Instructor Signature_____Date_____
Student Signature_____Date_____

WEEK 1: August 24 – August 30, 2026 ON CAMPUS: Monday 8/24 and Friday 8/28	Maternal, Newborn, and Women's Health	
REQUIRED STUDY MATERIAL		**ASSIGNMENTS AND TESTING** **Due Friday at 4pm unless stated otherwise**
ATI Engage Maternal, Newborn, and Women's Health **Unit 1: Overview of Maternal, Newborn, and Women's Health Care** • Maternal Newborn Nursing Today • Family, Culture, and Environment • Genetics and Genomics in Maternal Newborn Care **Unit 2: Reproductive and Women's Health** • Reproductive Health Promotion, Prevention, and Care • Reproductive Health Alterations	**Start Archer Pulse 6-month access** **Complete Getting Started Overview** **Archer Review Study Plan** **Week 1** • **Review Videos** ○ Video: Basic Care and Comfort ○ Video: Safety and Infection Control ○ Video: All About the NGN & Therapeutic Communication ○ Video: Lines, Tubes, and Drains & Assistive Devices ○ Video: Medical Terminology & Medication Administration • **Remediation** ○ **Review missed questions**	**ATI Practice Assessment A: Fundamentals Due Friday at 8am** **Attestation for the following:** • **Course Syllabus** • **Edison State Student Handbook** • **Nursing Student Handbook** • **GDAHA Clinical Passport** **Archer Pulse Practice Fundamentals due by Mon 8/26 at 11 PM** **Archer Pulse BLA Assessment due by Sun 8/30 at 11pm**
	STUDY TOOLS **(Reproductive / Urinary)**	**IN CLASS TESTING (starting at 1:00)** **ATI Proctored Assessment: Fundamentals Retake**

<table>
<tr><td colspan="2">WEEK 2: August 31 – September 6
ON CAMPUS: Friday 9/4</td><td>Maternal, Newborn, and Women’s Health</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td>ATI Engage Maternal, Newborn, and Women’s Health
Unit 3: Pregnancy and Fetal Development
Fetal Lifespan
Uncomplicated/Healthy Pregnancy
High-Risk Pregnancy
Complications of Pregnancy: Hemorrhagic Disorders
Complications of Pregnancy: Hypertensive Disorders
Complications of Pregnancy: Endocrine Disorders</td><td>Archer Review Study Plan
Week 2
Review Videos
Video: Dosage Calculation
Video: Delegation
Video: Maternity (1st Half)
Video: Maternity (2nd Half)
50 Qbank questions per week
In tutorial mode
All subjects, all lessons
Remediation
Review missed questions</td><td>Quiz #1 (Dosage Calculation) Available in ATI from 0800 Wednesday until 0800 Friday

Pharmacology Strategies Audio Review

Review of Detailed NCLEX Test

Module A Practicum starts Saturday 9/5/26</td></tr>
<tr><td></td><td>STUDY TOOLS

(Cardiac / Endocrine)</td><td></td></tr>
</table>

<table>
<tr><td>WEEK 3: September 7 – September 13
OFF CAMPUS</td><td colspan="2">Maternal, Newborn, and Women’s Health</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td>ATI Engage Maternal, Newborn, and Women’s Health
Unit 4: Labor and Birth
• Labor
• Pain Management
• Birth
• Complications of Labor and Birth

Unit 5: Following Birth
• Postpartum Period
• Complications During the Postpartum Period</td><td>Archer Review Study Plan
Week 3
• Review Videos
○ Video: Labor and Delivery (1st Half)
○ Video: Labor and Delivery (2nd Half)
○ Video: Fetal Heart Rate Monitoring & Growth and Development
○ Video: Health Promotion and Maintenance
• 50 Qbank questions per week
○ In tutorial mode
○ All subjects, all lessons
• Remediation
○ Review missed questions</td><td></td></tr>
<tr><td></td><td>STUDY TOOLS

(Labor / Delivery)</td><td></td></tr>
</table>

<table>
<tr><td colspan="2">WEEK 4: September 14 – September 20
ON CAMPUS: Friday 9/18</td><td>Maternal, Newborn, and Women’s Health</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td rowspan="2">ATI Engage Maternal, Newborn, and Women’s Health
Unit 6: Newborn Care
Newborn Adaptations
Complications of the Newborn
Parenting and Discharge Teaching</td><td rowspan="2">Archer Review Study Plan
Week 4
Review Videos
Video: Fluid and Electrolytes Part 1
Video: Fluid and Electrolytes Part 2
Video: Fluid and Electrolytes Part 3
Video: Reduction of Risk Potential
Remediation
Review missed questions</td><td>ATI Practice Assessment A: Maternal Newborn Nursing Due Friday at 8am

Diversity Exercise

ATI Engage Module Testing for the following Units Due Friday at 8am
Unit 1: Overview of Maternal, Newborn, and Women’s Health Care
Unit 2: Reproductive and Women’s Health
Unit 3: Pregnancy and Fetal Development
Unit 4: Labor and Birth
Unit 5: Following Birth
Unit 6: Newborn Care
Archer Pulse Practice OB due by Mon 9/14 at 11pm

Archer Pulse Readiness Assessment 1 due by Sun 9/20 at 11pm</td></tr>
<tr><td>CLASS GUESTS

8:00-8:30 Librarian, Meme Gillum</td></tr>
<tr><td></td><td>STUDY TOOLS</td><td>IN CLASS TESTING (starting at 9:00)

Unit Test 1: Maternal Newborn

ATI Proctored Assessment: Maternal Newborn Nursing</td></tr>
</table>

WEEK 5: September 21 – September 27 **OFF CAMPUS**	**Leadership and Management/Community and Public Health**	
REQUIRED STUDY MATERIAL		**ASSIGNMENTS AND TESTING** **Due Friday at 4pm unless stated otherwise**
ATI Content Mastery Series Review Module: RN Leadership and Management • Chapter 1: Leading and Managing Client Care • Chapter 2: Coordinating Client Care • Chapter 3: Professional Practice • Chapter 4: Inclusive and Evidence-Based Care Environment • Chapter 5: Culture of Safety in Delivering Care **ATI Engage Community and Public Health** **Unit 1: Foundations of Community and Public Nursing** • Introduction to Community, Population, Public, and Global Health • Historical Influences on Community and Public Health • Principles in Community and Public Health Nursing **Unit 2: Drivers of Health** • Individual Influence • Social Influences • Economic Influences • Environmental Influences	**Archer Review Study Plan** **Week 5** • **Review Videos** ○ Video: Legal and Ethical Concepts ○ Video: Prioritization ○ Video: Management of Care ○ Video: Cultural Considerations • **50 Qbank questions per week** ○ **In tutorial mode** ○ **All subjects, all lessons** • **Remediation** ○ **Review missed questions**	
	STUDY TOOLS **(Gastrointestinal)**	

<table>
<tr><td>WEEK 6: September 28 – October 4
ON CAMPUS: Friday 10/2</td><td colspan="2">Leadership and Management/Community and Public Health</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td>ATI Engage Community and Public Health
Unit 3: Using Evidence
• Evidence-Based Practice
• Epidemiology
• Prevention and Control of Diseases and Illnesses

Unit 4: Improving the Community's Health
• Community Program Planning, Implementation and Evaluation
• Health Education
• Emergency Preparedness and Management

"From Novice to Expert – Role Transition"

"From Novice to expert to Mentor: Shaping the Future"

Come prepared in Week 6 for an open discussion.</td><td>Archer Review Study Plan
Week 6
• Review Videos
○ Video: Psychosocial Integrity
○ Video: Mental Health
○ Video: Lab Values
○ Video: Physiological Adaptation
• 50 Qbank questions per week
○ In tutorial mode
○ All subjects, all lessons
• Remediation
○ Review missed questions</td><td>Archer Pulse Readiness Assessment 2 due by Sun 10/4 at 11pm</td></tr>
<tr><td></td><td>STUDY TOOLS

(Psych)</td><td></td></tr>
</table>

<table>
<tr><td colspan="2">WEEK 7: October 5 – October 11
ON CAMPUS: Friday 10/9</td><td>Leadership and Management/Community and Public Health</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td>ATI Engage Community and Public Health
Unit 5: Individual and Family Well-Being
Family
Children
Adults
Unit 6: Populations at Risk for Disruptions in Well-Being
At-Risk and Vulnerable Populations and Related Effects on Health
Violence and Abuse</td><td>Archer Review 12-Week Study Plan
Week 7
Review Videos
Video: Oncology
Video: Critical Care
Video: Pediatrics (1st Hour)
Video: Pediatrics (2nd Hour)
Remediation
Review missed questions</td><td>ATI Practice Assessment A: Leadership Due Friday at 8am

ATI Practice Assessment A: Community Health Due Friday at 8am

ATI Engage Module Testing for the following Units Due Friday at 8am
Foundations of Community and Public Health Nursing
Drivers of Health
Using the Evidence
Improving the Community’s Health
Individual and Family Well-Being
Populations at Risk for Disruptions in Well-Being
BSN Fair 11:00am – 12:30pm

Archer Pulse Practice Leadership due by Mon 10/5 at 11pm

Archer Pulse Readiness Assessment 3 due by Sun 10/11 at 11pm</td></tr>
<tr><td></td><td>STUDY TOOLS</td><td>IN CLASS TESTING (starting at 8:00)

Unit Test 2: Leadership/Management/Community Health

ATI Proctored Assessment: Leadership

ATI Proctored Assessment: Community Health</td></tr>
</table>

<table>
<tr><td colspan="2">WEEK 8: October 12 – October 18
OFF CAMPUS</td><td>Pediatrics</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td>ATI Engage Pediatrics
Unit 1: Overview of Pediatric Nursing Pediatric Nursing Today
• Genetics and Genomics in Pediatric Nursing
• Health Assessment of Pediatric Clients

Unit 2: Caring for Pediatric Clients Across the Lifespan
• Newborns: 2 to 28 Days
• Infants: 1 Month to 1 Year
• Toddlers: 1 to 3 Years
• Preschoolers: 3 to 6 Years
• School-Age Children: 6 to 12 Years
• Adolescents: 12 to 20 Years</td><td>Archer Review Study Plan
Week 8
• Review Videos
○ Video: Pediatrics (Final Lecture)
○ Video: EKG Interpretation
○ Video: The Nervous System (1st Half)
○ Video: The Nervous System (2nd Half)
• 50 Qbank questions per week
○ In tutorial mode
○ All subjects, all lessons
• Remediation
○ Review missed questions</td><td>Module A Practicum ends Saturday 10/17/26

Module B Practicum starts Sunday 10/18/26</td></tr>
<tr><td></td><td>STUDY TOOLS

(Pediatric)</td><td></td></tr>
</table>

<table>
<tr><td colspan="2">WEEK 9: October 19 - 25
ON CAMPUS: Friday 10/23</td><td>Pediatric Nursing</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td>ATI Engage Pediatrics
Unit 3: Specific Considerations in the Pediatric Population
Communicable Diseases and Immunizations
Pediatric Clients in the Hospital Setting
Disabilities and Chronic Illness
Terminal Illness and End of Life</td><td>Archer Review Study Plan
Week 9
Review Videos
Video: Respiratory System (1st Half)
Video: Respiratory System (2nd Half)
Video: ABG Interpretation & EKG Changes with Electrolyte Abnormalities
Video: The Cardiovascular System & Electrical Conduction
Video: Cardiac-Hemodynamic Parameters, Shock, & Blood Flow Through the Heart
50 Qbank questions per week
In tutorial mode
All subjects, all lessons
Remediation
Review missed questions</td><td>Midterm Clinical Discussion Board: Due Tuesday 10/20 by 4pm

Module A Practicum Students ONLY
Summary of Practicum Experience: Due Tuesday 10/20 by 4pm

Archer Pulse Readiness Assessment 4 due by Sun 10/25 at 11pm</td></tr>
<tr><td></td><td>STUDY TOOLS

(Immunizations / Chemo / Oncology)</td><td></td></tr>
</table>

<table>
<tr><td>WEEK 10: October 26 – November 1
OFF CAMPUS</td><td colspan="2">Pediatric Nursing</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td>ATI Engage Pediatric Nursing
Unit 4: Health Alterations in the Pediatric Population
• Sensory Nervous System
• Cognitive System
• Respiratory System
• Cardiovascular System
• Gastrointestinal System
• Endocrine System</td><td>Archer Review Study Plan
Week 10
• Review Videos
○ Video: The Gastrointestinal System (1st Half)
○ Video: The Gastrointestinal System (2nd Half)
○ Video: The Endocrine System (1st Half)
○ Video: The Endocrine System (2nd Half)
• 50 Qbank questions per week
○ In tutorial mode
○ All subjects, all lessons
• Remediation
○ Review missed questions</td><td></td></tr>
<tr><td></td><td>STUDY TOOLS

(Respiratory / Eyes / Ears)</td><td></td></tr>
</table>

<table>
<tr><td>WEEK 11: November 2 – November 8
OFF CAMPUS</td><td colspan="2">Pediatric Nursing</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td>ATI Engage Pediatric Nursing
Unit 4: Health Alterations in the Pediatric Population (continued)
• Immune System
• Genitourinary System
• Neuromuscular and Musculoskeletal System
• Neurological System
• Hematological System
• Integumentary System</td><td>Archer Review Study Plan
Week 11
• Review Videos
○ Video: The Immune System
○ Video: The Musculoskeletal System (1st Half)
○ Video: The Musculoskeletal System (2nd Half)
○ Video: The Renal System (1st Half)
○ Video: The Renal System (2nd Half)
○ Video: The Reproductive System
• 50 Qbank questions per week
○ In tutorial mode
○ All subjects, all lessons
• Remediation
○ Review missed questions</td><td>Health Care System Impact Paper due by Friday at 4 p.m.</td></tr>
<tr><td></td><td>STUDY TOOLS

(Neurological / Musculoskeletal / Integumentary)</td><td></td></tr>
</table>

WEEK 12: November 9 – November 15 **On Campus: Thursday 11/12**	**Pediatrics**	
REQUIRED STUDY MATERIAL		**ASSIGNMENTS AND TESTING** **Due Friday at 4pm unless stated otherwise**
	Archer Review Study Plan **Week 12** • **Review Videos** ○ Video: The Hematologic System (1st Half) ○ Video: The Hematologic System (2nd Half) ○ Video: The Integumentary System • **Remediation** ○ **Review missed questions**	**ATI Practice Assessment A: Pediatric Nursing Due Thursday at 8am** **ATI Engage Module Testing for the following Units Due Thursday at 8am** • Overview of Pediatric Nursing • Caring for Pediatric Clients Across the Lifespan • Specific Considerations in the Pediatric Population • Health Alterations in the Pediatric Population **Archer Pulse Practice Peds due by Mon 11/9 at 11pm** **Archer Pulse Readiness Assessment 5 due by Sun 11/15 at 11pm**
	STUDY TOOLS	**IN CLASS TESTING (starting at 10:00)** **Unit Test 3: Pediatrics** **ATI Proctored Assessment: Pediatric Nursing 2026**

<table>
<tr><td>WEEK 13: November 16 – November 22
ON CAMPUS: Friday 11/20</td><td colspan="2">NCLEX Prep</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td></td><td>Archer Review Study Plan
Week 13
Review Videos
Video: Pharmacology Part I
Video: Pharmacology Part II
Video: Pharmacology Part III
50 Qbank questions per week
In tutorial mode
All subjects, all lessons
Remediation
Review missed questions</td><td>ATI Practice Assessment A: Comprehensive Predictor Due Friday at 8am</td></tr>
<tr><td></td><td>STUDY TOOLS</td><td>IN CLASS TESTING (starting at 9:00)

ATI Proctored Assessment: Comprehensive Predictor</td></tr>
</table>

<table>
<tr><td colspan="2">WEEK 14: November 23 – November 29
ON CAMPUS: Wednesday 11/25</td><td>NCLEX Prep</td></tr>
<tr><td colspan="2">REQUIRED STUDY MATERIAL</td><td>ASSIGNMENTS AND TESTING
Due Friday at 4pm unless stated otherwise</td></tr>
<tr><td></td><td>Archer Review Study Plan
Week 14
• Review Videos
○ Video: Diets and Nutrition & Positioning
○ Video: Pharmacological and Parenteral Therapies
• 50 Qbank questions per week
○ In tutorial mode
○ All subjects, all lessons
• Remediation
○ Review missed questions</td><td>ATI Practice Assessment A: Nutrition Due Wednesday at 8am

ATI Practice Assessment B: Pharmacology Due Wednesday at 8am

Archer Pulse Practice Nutrition due by Mon 11/23 at 11pm

Archer Pulse Practice Pharmacology due by Mon 11/23 at 11pm</td></tr>
<tr><td></td><td>STUDY TOOLS</td><td>IN CLASS TESTING (starting at 9:30)

ATI Proctored Assessment: Nutrition

ATI Proctored Assessment: Pharmacology</td></tr>
</table>

WEEK 15: November 30 – December 6 **ON CAMPUS: December 2, 3, and 4**	**NCLEX Prep**	
		ASSIGNMENTS AND TESTING
NCLEX REVIEW COURSE: **Wednesday, Dec. 2** **Thursday, Dec. 3** **Friday, Dec. 4** **10:00A – 5:00P** **You must attend ALL three days to meet course objectives.**	**Archer Review Study Plan** **Week 15** • **50 Qbank questions per week** ○ **In tutorial mode** ○ **All subjects, all lessons** • **Remediation** ○ **Review missed questions**	**NCLEX Review Course Discussion board due Saturday at 4 pm** **Archer Pulse Readiness Assessment 6 by Mon 11/30 at 11pm**
		Module B Practicum ends Saturday 12/5/26

WEEK 16: December 7 - 13	ASSIGNMENTS AND TESTING
Test: ATI Comprehensive Predictor RETAKE Monday 12/7 at 8:00 am in 020A **Pinning Ceremony: Thursday, 12/10 at 6:30 pm**	Course Outcomes Self Evaluation **Due by 4 pm, Tuesday, 12/8** Module B Practicum Students ONLY: **Due by 4 pm, Tuesday, 12/8** Summary of Practicum Experience Final Clinical Discussion Board: **Due by 4 pm, Tuesday, 12/8** **Archer Pulse CAT Exam 1 due by Tues 12/8 at 4pm**