

Los Angeles Harbor College
Associate Degree Nursing Program



Nursing 343

***Nursing Process and Practice in the Psychosocial
Adaptation of the Client***

LOS ANGELES HARBOR COLLEGE MISSION STATEMENT

Los Angeles Harbor College serves our diverse community by providing access to associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction. We promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society.

2024-2025
E. Moore

**LOS ANGELES HARBOR COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
COURSE OUTLINE**

Nursing 343

Nursing Process and Practice in the Psychosocial Adaptation of the Client

FACULTY CONTACT INFORMATION:

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Office Location – Nursing 111

Office hours posted outside office

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Mailbox 471

(310) 233-4380 – nursing department office line/messages retrieved on teaching days only

(310) 408-3431 – preferred contact method/texting welcome (response time up to 24hrs)

Response policy: 24-hour response time on business days (M-F) and hours (8am-5pm)

COURSE DESCRIPTION: This course is designed to provide neurobiopsychosocial theoretical knowledge correlated with clinical experience in planning and administering evidence-based nursing care to the psychiatric patient in the acute care setting. The Roy Adaptation Model is utilized as a framework for assessment within the Nursing Process for patient care. Emphasis is placed on holistic care of the patient with mental health disorders across the lifespan, via therapeutic communication, incorporating relevant cultural or ethnic considerations.

Topics of study include psychiatric theory and therapy, psychotropic medications, stress, anxiety disorders, trauma, crisis/disaster, mood disorders, psychotic disorders, suicide, eating disorders, addiction, anger/aggression, abuse, intimate partner violence, sexual assault, group and family therapy, somatoform/dissociative disorders, violence/assault, personality disorders and therapeutic communication. Patient safety, clinical judgment, self-assessment, evidence-based care, teamwork/collaboration, systems-based thinking for quality improvement, informatics and life-long learning are stressed as tools for professional development. This course consists of five (5) study units.

Unit I - Theoretical Concepts and Principles of Mental Health Nursing, Therapeutic Relationships/Communication, Nursing Process, Legal and Ethical Issues, & Culture

This unit presents an introduction to psychiatric nursing and an analysis of the dominant conceptual models for psychiatric nursing practice. Student nurses begin to explore and cultivate their own personal integration within that practice. Critical thinking skills are emphasized, and therapeutic communication strategies, developmental theories/therapies and patient assessment methodologies are presented. A bio-psycho-social approach is used in examining principles of patient centered care, the mental health-psychiatric illness continuum and the nursing process as related to psychiatric disorders. The psychobiological basis of behavior is reviewed. The concepts of culture, ethnicity, worldview and cultural competency are applied to mental illness. The legal and ethical guidelines for safe practice are identified. Additionally, the concept of neurotransmitters in relation to psychiatric illness and psychotropic medication are introduced.

Unit II – Stress, Schizophrenia Spectrum Disorders, Substance-Related and Addictive Disorders, Anger, Aggression, & Violence

The concepts of stress, stress management, psychoneuroimmunology, and the general adaptation theory are presented. Contemporary etiologic theories, pathophysiology treatments, and nursing interventions for the patient with schizophrenia and schizophrenia spectrum disorders are investigated. The role of the biological therapies, including psychotropic medication and related side effects are explored. Concepts central to substance use disorders are presented. The neurotransmitters involved in the brain reward system activated in substance use disorders are delineated. The theory and neurobiology of anger and aggressive behavior is explored along with the principles of de-escalation.

Unit III - Bipolar Disorders, Depressive Disorders, Trauma/Stressor-related & Dissociative Disorders, Suicide

This unit explores the major mood disorders, including depression, bipolar disorder, dysthymia and cyclothymia. Suicide assessment and intervention are discussed. Major therapies and nursing interventions for the mood disorders are examined. Assessment and nursing care of the patient with trauma, stress-related and dissociative disorders are presented. The use of the group process in the mental health setting is explored with an emphasis on group therapy. Methodologies for group interaction are examined, as are group leadership styles.

Unit IV - Anxiety & Anxiety Related Disorders, Personality Disorders, Therapeutic Groups, Family Interventions

Adaptive and maladaptive levels of anxiety are discussed, as are disturbed patterns of coping with anxiety, including the non-psychotic clinical syndromes. Assessment and nursing interventions for each level of anxiety are delineated. Adaptive and pathologic manifestations of defense mechanisms are explored. This unit prepares the learner to recognize rigid patterns of living manifested in personality disorders. The use of the group process in the mental health setting is explored with an emphasis on group therapy. Methodologies for group interaction are examined, as are group leadership styles. Assessment of family structure, phases of the family life cycle, and healthy versus unhealthy family function are presented. Different types of family therapy are explored.

Unit V – Somatic Disorders, Eating Disorders, Crisis & Disaster, Child, Older Adult & Intimate Partner Violence, Sexual Assault

Psychological states that manifest physically through somatic symptom disorders are delineated. Assessment, evidence-based treatment options and nursing interventions for the patient with eating disorders are investigated. Theoretical concepts associated with sexual assault, abuse and intimate partner violence are discussed. Legal responsibilities for reporting are specified. Adaptive and ineffective processes related to crisis and disasters are examined along with specialized interventions that return the patient to precrisis function.

CREDIT/CONTACT HOURS: This three (3) unit course has twenty-seven (27) hours of lecture and eighty-one (81) clinic hours per course.

TRANSFERABILITY: CSU

PREREQUISITES: For generic students: a grade of C or better in first, second and third semester Nursing Courses and required general education courses. For LVN to RN students: admission to the registered nursing program and successful completion of the third semester or by special admission by the Admission Committee/Nursing Suspension and Readmission Committee. Transfer students must meet eligibility requirements as determined by the Admission Committee/Nursing Suspension and Readmission Committee. All students must demonstrate safe, correct, and competent performance of clinical skills taught in all previous courses. Students are required to review and to be knowledgeable of communication theory and techniques.

STUDENT LEARNING OUTCOMES/COMPETENCIES:

At this level, which comprises courses in the third and fourth semester of the nursing program, students are expected to continue to apply and adapt medical surgical nursing concepts to patients across the life span in a variety of community based health care settings, modify plan of care and make decisions for patients at a variety of developmental stages on the basis of general guidelines or principles derived from previous experiences, organize and prioritize nursing interventions with supervision, and use appropriate resources to assist in solving patient problems. The student can adapt to different age groups basic skills and develops new skills applying guidelines that are based on cues from experts. They attempt to correlate and build on medical surgical theory and practice.

Program Learning Outcomes for level three are:

1. **Apply** the nursing process using the Roy Adaptation Model in caring for individuals and groups across the lifespan and developmental stages.
2. **Practice** professional behavior standards of nursing practice.
3. **Demonstrate** clinical decision making that is accurate and safe.
4. **Provide** safe, patient-centered care.
5. **Function** effectively within nursing and interprofessional teams utilizing effective communication strategies.
6. **Incorporate** evidence-based practices, which support clinical reasoning.
7. **Identify** areas for improvement in quality and safety of health care systems.
8. **Utilize** technology to research patient information, communicate with interprofessional teams, manage knowledge, mitigate error, and support decision-making.

COURSE OUTCOMES/COMPETENCIES:

At the end of this course, with appropriate study and practice in the classroom and clinical experience, the fourth semester student nurse will be able to assess, analyze and contribute to the safe medical and psychosocial needs of the mental health patient in the psychiatric setting. The student will focus on the patient as a whole while meeting nursing needs in the physiological mode, as well as therapeutic and referral needs in the self-concept, role function and interdependence modes. Refer to the list of Student Learning Outcomes (1-8) listed above that will be identified and matched to it related course outcome at the end of each competency in parentheses. The nursing student will be able to:

1. Assess mental health patients from a holistic perspective utilizing the Roy Model (1, 3, 4, 7,8).
2. Compare and contrast common theoretical frameworks used in mental health (psychiatric) nursing practice (1,4,6,8).
3. Relate etiology, pathophysiology or theory, treatments, nursing interventions, and self-assessment for each mental health topic discussed (1,2,3,4,6,8).
4. Examine how brain neurotransmitters relate to the behavioral manifestation of mental illness and side effects of psychotropic medications (3,4,6).
5. Describe the basic structures and function of the brain and limbic system (3,4,6).
6. Appraise common defense mechanisms and the concepts of the stress adaptation theory (1,3,4,6,8).
7. Utilize the process of psychiatric history taking and mental status examinations to compare and contrast past, current, and expected patient adaptation levels as well as measure progress toward mental wellness (1,3,4,7,8).
8. Establish and maintain nurse-patient boundaries including appropriate use of self-disclosure (2,3,4).
9. Demonstrate culturally sensitive, growing cultural competence and inclusive care by exploring personal biases/stereotypes and applying knowledge of appropriate skills necessary for working with culturally diverse patients/groups (1,2,3,4,5,6,7,8).
10. Demonstrate therapeutic communication techniques (verbally and in writing) to assess, implement, and evaluate care for patients across the life span with mental distress, disability or disorder (2,3,4,5,6,7).
11. Relate knowledge of the mechanism of action, dosage range, routes, drug interactions, therapeutic effect, side effects, and nursing implications of all medications prescribed to the patient (2,3,4,6,7,8).
12. Display critical thinking abilities in the classroom and clinical setting for assessment, planning, implementing and evaluating care for the patient with complex multisystem needs (1,2,3,4,5,6,7,8).
13. Manage nursing diagnoses, priorities for care, and specific measurable, behaviorally stated goals/outcomes for the patient and/or the patient group with psychosocial needs (1,2,3,4,5,6,8).
14. Plan and implement evidence-based therapeutic nursing interventions and treatments, utilizing the Roy Adaptation Model, within the Nursing Process framework, to promote adaptive behavior by focusing on reality orientation and self-care, and by assisting with socialization, decision making, and problem solving (1,2,3,4,5,6,7,8).
15. Evaluate therapeutic nursing interventions used, adjusting the patient's plan of care as needed (1,3,4).
16. Appraise and relate own feelings in the therapeutic relationship, evaluate own behavior and performance objectively (2,3,4,5).
17. Display effective communication and collaboration with the patient, staff, peers and instructors to achieve patient outcomes (2,3,4,5,8).
18. Utilize and evaluate for validity, information systems including the Internet and other computer assisted learning methods and the assigned texts, to research psychiatric conditions and locate the most current evidence-based information for each condition (2,3,4,5,6,8).
19. Demonstrate behaviors consistent with mental health (psychiatric) nursing practice legal and ethical standards (2,3,4).

20. Display knowledge of the patient advocate role and appropriate mental health community-based services (2,4,6,7,8).
21. Maintain standards set by The Joint Commission's "Behavioral Health Care National Patient Safety Goals" and "Do Not Use" list (2,3,4,5).
22. Advocate for patients and families (3,4,5).
23. Appraise and display teaching and learning processes to promote health and reduce risks for the client and family across the lifespan and in various developmental stages (1,4,5,6).
24. Demonstrate concise, accurate, and complete written or electronic documentation skills (5, 8).

REQUIRED TEXT:

Halter, M. J. (Ed.). (2022). *Varc Carolis' foundations of psychiatric mental health nursing: A clinical approach* (9th ed.). Elsevier ISBN 978-0-323-69707-1
Electronic version available at: <http://store.vitalsource.com/>

REFERENCE TEXTS:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Available online through the college library.
Seo-Cho, J. M. (1999). *Nursing process manual: Assessment tool for the Roy adaptation model*. Polaris Publishing Company.

RECOMMENDED TEXTS:

Houghton, P. M. & Houghton, T. J. (2020). *APA: The easy way!* (7th ed.). Pratt, M. M. (Ed.).
Houghton & Houghton
ISBN 978-1-73300-795-5

Care plan books – electronic versions available at <http://store.vitalsource.com/>

Varc Carolis, E. M. (2019). *Varc Carolis' manual of psychiatric nursing care plans* (6th ed.). Elsevier.
ISBN 978-0-323-47949-3

OR

Varc Carolis, E. M. (2023). *Varc Carolis' Manual of psychiatric nursing care plans* (7th ed.). Elsevier.
ISBN 978-0-323-79307-0

ADDITIONAL INSTRUCTIONAL MATERIALS:

Kanopy- Netflix like video streaming (use LAHC library login)
<http://lahc.kanopystreaming.com/restricted?destination=frontpage>

COURSE TECHNOLOGY REQUIREMENTS:

This course uses Canvas -the college online course management system for supplemental learning tools and administration of course exams. Student will need:

- Computer laptop for access to Canvas
- Reliable internet access
- Printer
- This course may use synchronous components, including Zoom, a web conferencing platform when necessary

Beginning the first week of the semester, the instructor will assume that students are well acquainted with the Canvas environment and have become proficient at the following:

1. Navigating through Canvas
2. Sending messages through Canvas
3. Emailing through LACCD. Edu
4. Attaching documents to a file
5. Responding to discussion postings
6. Submitting assignments to the “Assignments” section
7. Creating and formatting documents in a standard word-processing application
8. Saving documents in “rich text format” or as a “compatible” WORD document

By the end of the first week of the semester, all students should have resolved all technical issues with the support of LAHC IT department and be ready to fulfill the requirements of the course. No exceptions will be made; no excuses will be accepted.

For ATI resources, the course and Final Examinations –Use the Google Chrome browser

CANVAS TEST TAKING ETIQUETTE - Student behavioral expectations during an online exam using Canvas (use the Google Chrome browser):

- Use the restroom before taking the exam. Students will not be allowed to leave the room once an exam has started.
- Seats may be assigned at the discretion of the instructor.
- Cellular phones should not be connected to the computer. Turn the cell phone off and keep off your person.
- No headphones; ear plugs are okay.
- Keep track of the time during the exam.
- Do not take a picture of the computer screen under any circumstances. This will result in an automatic zero on the examination or quiz.
- No talking to anyone during the exam.
- Use the mouse or touchpad to answer multiple choice answers.
- Avoid use of your keyboard unless directed or if you need to type out an answer on the examination.
- Do not use any materials that are not allowed. If a calculator is required, it will be provided.
- If an individual is booted out of the system, one (1) re-entry is allowed.

COURSE POLICIES:

Clinical Eligibility:

To be eligible for clinical attendance, all students must meet the clinical eligibility criteria that can be found in the LAHC Nursing Student Handbook at:

LAHC Nursing Student Handbook

In addition to the LAHC requirements, students must complete agency specific requirements including but not limited to: skills proficiency training, educational modules, agency policy training and Livescan (fingerprint background check).

Clinical Performance:

All students must adhere to the Nursing Program dress code and agency policy. Students in the psychiatric nursing clinical area are required to wear appropriate, professional non-uniform clothing, and closed toed/low or no heeled footwear. No jeans, capris, t-shirts or non-collared shirts, tight, short, or suggestive, clothing, necklaces, rings (other than a wedding band), earrings, bracelets, facial jewelry or body piercing may be worn. Scrubs may be allowed at certain agencies and thus needs to be verified with the clinical instructor. Clothing is expected to be neat, clean and wrinkle free. Effective personal hygiene will be maintained.

Prior to any clinical care, the student must have completed preliminary pertinent patient research and preparation for safe and comprehensive care. Inadequate preparation for care will result in dismissal from the clinical area with an unsatisfactory rating for that day. A student must complete all required clinical hours for the course (81 Hours) and perform satisfactorily for a minimum of 75% (61 hours) of clinical patient care days.

Any student behavior that puts a patient in jeopardy (including, but not limited to, emotional, physical, environmental jeopardy), has the potential to cause harm, results in actual harm or injury, or that is life threatening, will result in immediate removal of the student from the clinic. The fourth semester faculty team and director of the nursing program will review harmful student behaviors. Such behaviors will result in clinical failure, termination from the course with a grade of "F" and possible suspension or expulsion from the Nursing Program.

ATTENDANCE POLICY:

Students are expected to attend every meeting of all registered classes. Students should contact the lead instructor in the event of an absence or tardy as soon as possible. Unexcused absences and tardies are not acceptable. Reasons for excused absences are limited to personal illness, death of an immediate family member, or personal emergency. At the instructor's request, official documentation for the absence may be required.

Due to the short-term nature of all nursing courses, only one (1) excused absence is allowed for theory courses. Three tardies (late entrances) will be considered the equivalent of one absence. Students who are late to the classroom may or may not be allowed to stay at the discretion of the instructor. The student is responsible for ALL information, announcements, and learning materials given during missed class time. It is the instructor's discretion to allow full credit,

partial credit, or no credit for work which is turned in late. Students who do not adhere to this policy are subject to disciplinary action and dismissal from the course which could result in a grade of "F".

An exception to the attendance policy is for a student who tests positive for COVID. A student who has a documented positive COVID infection can miss a total of 5 consecutive school days. The COVID occurrence must be reported to college administration per the college policy. In order to return to class, the student must test negative for COVID and be cleared by the college.

ASSESSMENT TEST POLICY: Each student is required to take the ATI RN MENTAL HEALTH proctored assessment test at the end of N343. Additional points will be awarded dependent on the students score achieved on the ATI test and the identified benchmark for the test. No points will be earned if the student does not attain the benchmark level. To receive additional points, the student must successfully take the ATI proctored exam. Students who do not take the ATI test will be given an incomplete for the course and will not be able to progress to the next course.

COURSE EVALUATION POLICY:

Each student is required to complete a course evaluation at the completion of the class via an electronic link which will be provided. Student professional and constructive feedback is appreciated and essential to allow the opportunity for positive change to occur within a course.

REMIATON READMISSION POLICY:

If a student fails to complete this course with a passing grade, including exiting the course before completion by exclusion or a Withdrawal, the student is required to complete an Exit Interview with the clinical instructor or lead instructor and the nursing remediation counselor. To be readmitted to the program, the student must complete a readmission request form and submit the form, to the Department's Administrative Assistant. The Nursing Retention and Readmission Committee will consider the student request and readmission will be determined by eligibility of current admission policies, number of previous exits, completion of any required remediation, and available space.

Readmission to the program is not automatic; students must complete the program in a timely manner. Students out of the program for two or more semesters may be asked to do remediation work and/or repeat prior courses completed.

Please refer to the [Nursing Student Handbook](#) for the Retention and Readmission Policy and Procedure for this course.

ACADEMIC DISHONESTY:

The [District Academic Dishonesty Policy 5500](#) describes academic dishonesty violations as follows: "Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume ones identity for the purpose of enhancing ones grade."

Academic dishonesty will not be tolerated in the Nursing Division. For further clarification, the nursing faculty has addressed definitions for the four major forms of academic dishonesty.

- Plagiarism- presenting the work of another as if it were student’s own work. Each time a source is utilized, a citation for the source must be included in the text of the paper.
- Cheating- engaging in an act of deception whenever by misrepresenting mastery of information on an academic exercise that has not been mastered.
- Fabrication- falsifying research or invents information with the intent to deceive.
- Academic misconduct- violation of college policies, tampering with grades.

Academic integrity is expected by the college and the course instructor will uphold these expectations. Any violation will result in zero points for the exam/assignment in question and a possible 1–2-day suspension from the class. This is likely to result in failure of the course.

AI POLICY

Faculty will set expectations for the use of AI in their specific assignments including explicit direction as to when students cannot use AI. In general, students may utilize generative AI as a tool, resource, or consultant and not as a replacement for their own knowledge synthesis, reasoning, or self-reflection.

- If generative AI is used for an assignment, it must be appropriately cited.
- Students are responsible for any inaccurate, biased, offensive, or otherwise unethical content they submit regardless of whether they personally authored it or used AI software to generate the content.
- Students may not create H&Ps or patient care documentation within the authentic clinical environment using artificial intelligence applications outside of those supported by the EHR (e.g., dot phrases, smart phrases, other system-generated text). Protected health information should never otherwise be used within a generative AI tool.
- Students may not copy and paste system or course session materials, presentation slides, or exam questions into AI systems consistent with copyright and intellectual property rights.
- If a student is found to have inappropriately utilized generative AI, the student will be subject to the nursing program Code of Conduct

CHALLENGE/CREDIT BY EXAMINATION PROCEDURE:

Students requesting credit by examination for courses in the Registered Nursing Program must meet the Los Angeles Harbor College “Credit by Examination” policy prior to requesting credit by examination in place of enrolling in and completing any nursing course. As stated in the catalogue, the policy requirements include, but are not limited to, the following:

- Be currently registered and have a minimum cumulative grade point average of 2.0
- Have completed 12 units within the Los Angeles Community College District
- Not to be currently enrolled in, or have completed a more advanced course in this discipline
- Prerequisites for course are complete
- Limitation on Petitioning for Examination: The maximum number of units for which a student may petition for credit by examination for the Associate degree at the College shall be 15 units
- Meet all other criteria listed in the college catalogue for “Credit by Examination”

After fulfilling the above criteria, the student may request the necessary materials for demonstrating competency in both the clinical and theory course content. For credit in this

nursing course, the student must complete all prerequisite courses to Nursing 343. These prerequisites include, but are not limited to, the following General Education courses: Psychology 1, Psychology 41, Sociology 1, Speech 101 or 121, Microbiology 1 or 20, Anatomy 1, Physiology 1, and English 101. Prerequisite Nursing Courses include Nursing 311, Nursing 313, Nursing 315, Nursing 321, Nursing 323, Nursing 325, Nursing 333, Nursing 335, and Nursing 339.

THEORY COMPONENT

The student must complete the graded components expected of a student enrolled in Nursing 343 with a 75% or higher competence on the first attempt. These components include:

- Five Unit Examinations
- Final Examination
- Content Mastery Integrated Testing
- Term Paper

All examinations will be proctored and completed on campus.

CLINICAL COMPONENT

Upon successful completion of the theory portion of the course, the student will complete 2 (two) clinical days in the acute care psychiatric setting. To demonstrate clinical competence, the student will:

- Complete two comprehensive written Nursing Care Plans for two different patients utilizing appropriate diagnoses as specified by NANDA
- Complete a Psychiatric Nursing History & Assessment form for two patients
- Complete a Mental Status Assessment form for two patients
- Complete two Process Recordings
- These forms will be graded on a Credit/Noncredit basis.

The student is expected to have completed the course syllabus packet materials and assigned reading as preparation prior to taking the examinations and participating in the clinical testing.

BOARD POLICIES/ACCOMODATIONS:

1. Disability Accommodation Statement: This course is intended for all Harbor College students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education. If, at any point in the semester you find yourself not able to fully access the space, content, and experience of this course, you can contact Special Programs & Services (SPS), Tech 118, sps@lahc.edu, 310-233-4629. If you have a diagnosis, SPS can help you document your needs and create an accommodation plan. By making a plan through SPS, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors.
2. Board Rule 5500. Academic Dishonesty. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.
3. Board Rule 5500. Obstruction or disruption of classes, administration, disciplinary procedures, or authorized College activities.
4. Board Rule 5500. Alcohol and Drugs. Any possession of controlled substances which would constitute a violation of Health and Safety Code section 11350 or Business and Professional Code section 4230, any use of controlled substance the possession of which are

- prohibited by the same, or any possession or use of alcoholic beverages.
5. Title IX (of the 1972 Education Amendments) protects students and staff alike from discrimination based on sex, including Sexual Harassment and Sexual Assault, which are forms of Sexual Misconduct. Under Title IX, all people in the educational environment must be treated equitably, regardless of sex, sexual orientation, or expression, and/or transgender identity. If you have experienced or learned of a possible violation of Title IX and/or would like to know about options, resources (including confidential services), the law, or District policy, please do not hesitate to visit the [District website](#) for further information or contact a Title IX Coordinator.

LHC Campus Title IX Coordinator:
Natalie Mason-Kinsey
Director of Diversity, Equity, Inclusion, and Accessibility
770 Wilshire Boulevard
Los Angeles, CA 90017
Attention: LACCD Office for Diversity, Equity and Inclusion
213-891-2315
TitleIX@email.laccd.edu

Please see the **LHC College Catalog** (<https://www.lahc.edu/academics/schedules-catalogs>) for a listing of all District Board Rules. Also, refer to the Student Discipline Procedure for due process for disciplinary issues, grievances, and the student appeal process. All students are required to read the **Student Nurse Handbook**. The Student Nurse Handbook can be found online under the [LHC – Nursing Program website](#).

SPECIAL PROGRAMS AND SERVICES (SPS) It is the policy of Los Angeles Harbor College to accommodate students with disabilities. Any student with a documented disability who requires reasonable accommodations should contact Special Programs and Services (SPS). If you do not have a diagnosed disability, but you are experiencing learning challenges, please visit <https://bit.ly/SPSDisQuestionnaire> to complete a Disability Screening Questionnaire that will be reviewed by SPS. I have made every effort to make this course accessible to all students, including students with disabilities. If you encounter a problem accessing anything in this course, please contact me immediately by email and/or contact SPS at sps@lahc.edu.

LAHC MASLOW CENTER FOR BASIC NEEDS

Having unmet needs can interfere with your academic performance and your success is important to the faculty and staff of LAHC. If you are struggling with access to food, housing, clothing, mental health support, technology, or any other basic need, you are strongly encouraged to contact. The Los Angeles Harbor College Maslow Center for assistance to meet your basic needs. The Maslow Center is located inside the Technology Building in Room 215, or you can reach them at 310-233-4057 or lahc-basicneeds@laccd.edu.

GRADING POLICY:

Criteria for successful completion of this course are as follows:

- Satisfactory academic performance as evidenced by attainment of 75% or better average overall for the weekly and final examinations.
- Satisfactory clinical performance as evidenced by meeting all clinical criteria at the “pass” and 75% level or better.
- Satisfactory completion of all written assignments including the term paper.
- Late assignments can only be given a maximum grade of 75%.

Nursing 343 is a combined course. Failure of either the theory or clinical portion results in a failure of the entire course. To successfully pass the clinical portion of this course, the student must pass all critical clinical criteria with a “Satisfactory” rating and perform at a “Satisfactory” level for all clinical criteria at 75% of hours (61 clinical hours) or greater. Two “Unsatisfactory” weekly ratings will result in clinic failure. Exam scores and classroom performance will determine the final course grade if student performance in clinical is passing. If the final clinical grade is below a passing score, the highest course grade that can be earned is a D. Note: A grade of “D” is not a passing grade in the nursing program.

This course point total is listed below. The final grade is determined from the average of the assignments listed below and satisfactory completion of the clinical component:

Five Unit exams	40 points
Final examination	80 points
Writing Assignment	20 points
ATI Assignment	10 points
Group Projects	25 points
Total Points	335

<i>Letter Grade</i>	<i>Points</i>
90 – 100 % = A	300-335
81 – 89 % = B	270- 299
75 – 80 % = C	250 – 269
60 – 74 % = D	200– 249
Below 60% = F	199 or less

Clinic Papers-Pass/No Pass:

- Prep/Pathophysiology Sheets
- Weekly Anecdotal
- Two Nursing Processes
- Two Nursing History and Assessments
- Process Recordings (10 total)
- Daily Charting/Mental Status Assessment (1-2 per clinical day)
- Community Resource Experience Assignment (typed using outline criteria)
- Weekly Clinical Evaluation Tool

All required paperwork must be completed and rated “pass” or >75% to pass the theory and clinical components for this course.

Integrated Testing (ATI) Examination

Extra credit will be awarded for achieving competency as follows:

Level 1 proficiency – 1 point

Level 2 proficiency – 2 points

Level 3 proficiency – 3 points

MAKE-UP EXAMS

There are no scheduled make up exams. Students are urged to contact instructor if a major illness or emergency requires missing an exam. The grade obtainable for an exam taken after the scheduled testing day is 75%. Make-up exams may be multiple choice, fill-in, essay, or assessment and/or nursing care plans, or a combination of all the above. To receive a grade of “W” (withdrawal) for the class, the student must officially drop the course in admissions by the end of the 4th week of the course.

LEARNING RESOURCES:

Computer Lab

Nursing Learning Lab

Simulation Lab

LAHC - Main Library

Hospital Libraries

Kanopy online video series - <http://lahc.kanopystreaming.com/restricted?destination=frontpage>

E-LEARNING INSTRUCTIONAL RESOURCES:

[ATI eLearning and Testing Platform](#)

Content Mastery Integrated Testing with Focused Review

Learning System Quiz Bank

Review Modules

Pharmacology Made Easy

Nurse Logic

Video Case Studies

Civility Mentor

Skills Modules

Real Life Clinical Reasoning Scenarios

Nurse’s Touch Suite

EHR Tutor

Swift River Virtual Clinicals

METHODS OF INSTRUCTION:

Lecture, Discussion, Seminars

Role-Playing

Reading Assignments

Hospital Clinical Experience

Audiovisual Material

Simulation Laboratory

Case Studies

Community Experience

Group Project

STUDY TIME:

This course has twenty-seven (27) hours of lecture and a eighty-one (81) clinic hours per course. For each lecture hour, there are three (3) study hours, and for each lab hour there is one (1) study hour. Total study time equals approximately thirty-one (31) hours per week. In addition, there may be a weekly tutorial course, Nursing 318. Minimal anticipated time for completion of each week's assignment with class/clinical time and study time is fifty-two (52) hours per week.

METHODS OF EVALUATION:

Weekly Unit Examination

Final Summative Examination

Assigned Written Papers

Group Presentation

Clinical Performance

Clinical Paperwork

Compliance with College, Nursing Program, and Course Policies

Proficiency level achieved in Content Mastery Integrated Testing

Class Etiquette

A student enrolling in the nursing program may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom.

1. No texting and cell phone use during class time
2. No electronic devices with tones that may cause class disruption
3. No children, friends, or guest in the classroom, stimulation lab, and clinical settings
4. No food/drinks in the classroom at any time (water is okay)
5. Any excessive talking will result in dismissal of the student from the class
6. Seats may be assigned at the discretion of the instructor
7. No taping, recording, photography or computer recording of the class without permission.
8. Please bring your textbook to class (for classroom use) as it will be referred to often
9. Demonstrate professional behaviors in class, including but not limited to: prompt and timely arrival to class, using respectful tone, language, attitude. No falling asleep in class
10. Academic integrity is expected by the college and the professor will uphold these expectations. Any violation will result in zero points for the exam/assignment in question and a possible 1-2 days suspension from the class. Be aware that this may result in failure of the course
11. The professor may dismiss student(s) from the class if they are being disruptive in any way
12. DO NOT seek information about this course from inappropriate sources. If you have a question about the class, ask the professor or clinical instructors of record
13. During testing, no caps, hats, or large sweatshirts are to be worn. No beverage containers on the desks. All belongings must be placed in a designed area of the classroom
14. The testing policy is included in the syllabus and will be followed without exception
15. Any talking after the instructor has announced that the test has officially begun, will result in "zero" points for the test.

Adopted by Dr. Frances Eason, EdD, MSN, CNE, ANEF

East Carolina University School of Nursing

Refer to LAHC Student Handbook as needed

Signature _____ **Date** _____