Syllabus

Course Overview

Course Description

This course utilizes the nursing process with application to the adult populace from age 18 to 100+ experiencing medical and surgical health complications and abnormal health states. Emphasis is placed on, metabolic and regulatory mechanisms of the brain, liver, gallbladder, spleen, pancreas, ingestive and digestive abnormalities including elimination disorders and treatments, orthopedic care, fluid and electrolyte imbalances, acid base balance, arterial blood gas analysis, the endocrine and the renal system , eye and ear abnormalities, neurological dysfunctions, and infectious communicable diseases, including the peri-operative, basic cardiac rhythms, STEMI, Non-STEMI, coagulation studies, blood thinners, surgical and postoperative client experience. Each focus area will cover factors that influence dysfunctions and medical management to include effective communication, the nursing process and nurse's role, to assist the nurse in factoring in cultural differences and normal aging to promote the best possible care of the patient.

Concurrent clinical experience is provided in acute care and free standing intervention health settings. Laboratory skills will include: Phlebotomy, I.V. Starts, Glucose Monitoring and Glucose Meters, Cardiac Monitoring, Telemetry application, Use of Yankauer, Suctioning for Sputum Collection, Nasal Gastric Tube insertion, Enteral Feeding, Ostomy appliances, elimination procedures, Ostomy Care, TPN, Neuro Assessment, Cranial Nerve with full Head to Toe Assessment, Traction devices, maintaining traction, surgical asepsis, wound and cast care.

Course Objectives Coordinated with Program Outcomes:

Upon successful completion of this course, you will be able to do the following:

1 Integrate Knowledge of the Biopsychosocialsciences and Applied Mathematics.

- Analyze biopsychosocial factors contributing to the client's health/ illness state, with focus on:
    ◦ Alteration in fluid, electrolyte and acid base balance.
    ◦ Alteration in nutrition and metabolism: ingestion, digestion and absorption problems.
    ◦ Alteration in elimination: intestinal problems.
    ◦ Alteration in selected sensory/perceptual problems: neurological, eye and ear.
- Demonstrate nursing math competency.
    ◦ Compute accurate drug dosages, including calculations for primary and secondary IV infusion.
    ◦ Explain rationale for pharmaceutical plan of care.
- Identify demographics and characteristics of the older adult population.

- Discuss the different theories of aging.
- Compare pathophysiology with healthy aging.
- Demonstrate nursing math competency.
2 Assess and Prioritize Client Needs (Using Nanda Diagnoses), Integrating Individual Cultural Variables.
- Assess needs of individual clients and their families.
- Compare client's data noting deviations from norm.
- Select nursing diagnoses based on assessment of basic needs and growth
- Prioritize nursing problems according to Maslow's theory.
- Complete a systematic assessment of basic needs including physiologic, psycho-social, cultural, cognitive, functional and environmental assessments, adapting the performance to the older adult.
- Assess client's learning capacity and most effective approach.
- Select nursing diagnoses from:
  ◦ Identified normal responses to the aging process.
  ◦ Current health state.
  ◦ Identified pathological conditions and atypical response to disease.
3 Establish Client Outcomes and Plan Care That Focuses On Prevention and Alleviation of Problems with A Return to The Optimal Level of Wellness.
- Demonstrate the ability to manage the care of two clients.
- Recognize when assistance is needed.
- Assist team members in the provision of client care remaining within the scope of the R.N. student at this level.
- Recognize when assistance is needed.
- Assist staff members with techniques and approaches to enhance quality care.
- Provide staff and peer assistance remaining within the scope of the R.N. student at this level.
- Assist client's family in teaching communication techniques for the cognitively impaired.
- Delegate appropriately.
4 Communicate with Clients, Families, and Health Team Members.
- Demonstrate use of effective communication skills with clients, their families and members of the health care team.
- Use effective communication skills with clients, significant others and members of the health care team.
  1 Adapt communication style to meet cognitive and sensory needs of older adults.
  2 Initiate and conduct therapeutic interactions with clients so that their social competence and positive self-image are maintained / enhanced.
5 Promote Client Advocacy.
- Analyze the role of the nurse as the clients' advocate.
- Uphold the "Patient Bill of Rights."
- Uphold "Nursing Home Patient Bill of Rights."
- Identify and use community resources for the promotion of care and function.
- Participate in care plan conference.
6 Practice Self-Evaluation and Seek Guidance as Needed.

- Analyze effectiveness of own performance.
- Complete written self-evaluation as required by this course.
- Collaborate with instructor to develop strategies for self-improvement.
- Modify behavior as based on self- evaluation.
- Recognize own stereotypical thinking regarding aging and the long-term care setting.
- Evaluate effectiveness of own behaviors in the gerontological setting.
- Collaborate with the instructor to develop strategies for improvement.
- Modify behavior as based on self-evaluation.
7 Adhere to Legal and Ethical Principles in Relation to Standards of Practice.
- Discuss ethical, legal and cultural issues associated with the adult client
- Document care completely and accurately according to legal standards.
- Uphold client confidentiality.
- Adhere to professional standards of conduct.
- Discuss ethical, legal and cultural issues associated with elder care.
- Explain the reporting requirements for nurses regarding elder abuse.
- Document care completely and accurately according to legal standards and course requirements.
- Adhere to professional standards of conduct.
- Uphold client confidentiality.
8 Demonstrate Accountability for Professional Behavior and Growth.
- Adhere to college, departmental and institutional policies.
    1 Submit all written requirements in a timely manner.
    2 Demonstrate respectful behavior.
    3 Accept constructive feedback.
    4 Adhere to required dress code.
    5 Arrive on time to clinical experiences.
- Seek opportunities to expand knowledge base and clinical skills.
- Demonstrate ability to apply theoretical knowledge to clinical practice.
- Adhere to college, departmental and institutional policies.
- Seek opportunities to expand knowledge base and clinical skills.
Demonstrate ability to apply theoretical knowledge base to clinical practice.

Course Instructor Information

Hello! Welcome to Intermediate Adult Care! We are looking forward to getting to know you and working with each of you this semester. We ask that each of you are patient as we all learn the new LMS, Canvas.

This course is new to the program and has been restructured to meet the needs of our students and the ever-changing profession of nursing. We want each of you to SUCCEED and we are here for you every step of the way. We ask that you are open and honest with us, and most of all ask questions and come see us when needed.

However, when it comes to nursing knowledge, skills and information, hands down your instructors for this course have more than 60 years of combined experience in the areas

of Acute Care, Critical Care, Medical-Surgical, Neurology, Orthopedics, Gastrointestinal, Perioperative, Endocrinology, and Nephrology and so much more.

We look forward to an amazingly wonderful Semester with you!

Professors for this Course are as Follows:

Classroom and Skills Lab
Mr. Mark Davis RN MSN CCRN
Mrs. April Page RN MSN FNP-C

Clinical & Simulations
Mr. Mark Davis RN MSN CCRN
Mrs. April Page RN MSN FNP-C
Ms. Rachel Briggs RN MSN
Ms. Kellie Wright RN BSN

Simulation/Remediation
Mrs. Donna Darling RN MSN

Text, Media, & Course Materials

Required

Text *	Ignatavicius, D. D., & Workman, M.L. (2016) Medical-surgical nursing: Patient-Centered Collaborative Care, (8th Ed). St. Louis, MO: Saunders Elsevier. ISBN: 978-1-4557-7255-1. (Hardback & E-Book)
Text	LaCharity, L.A., Kumagai, C.K., & Bartz,B. (2014) Prioritization, delegation & assignment: Practice excercises for the NCLEX examination. 3rd Ed. Mosby. St. Louis, MO. IBSN: 978-0-323-11343-4.
Text *	Potter, P., Perry, A., Stockert, P., & Hall, A. (2013). Fundamentals of Nursing, (8th Ed) St. Louis, MO: Saunders, Elsevier. (Hardback & E-Book)
Text *	Pagana, K.D., & Pagana, T.J. 2014.Mosby's Manual of Diagnostic and Laboratory Tests. (5th Ed). St. Louis, MO: Saunders Elsevier ISBN: 978-0-232-08949-4
Text *	Jarvis, C. (2012). Physical Examination and Health Assessment. (6th Ed). St. Louis, MO: Saunders Elsevier. ISBN: 978-1-455-72810-7
Text *	Burchum, J. & Rosenthal, L. (2014) Lehne's Pharmacology for Nursing Care. (8th Ed.) St. Louis, MO: Saunders, Elsevier (Hardback) ISBN:1-4377-3582-7

Evolve
HESI Case Studies   Evolve course ID and link: http://evolve.elsevier.com/enroll

	Course ID was provided during first semester.
Sim Chart *	Use link and course ID provided during first semester.
	Adaptive Learning & Quizzing Medical Surgical
	Adaptive Learning & Quizzing Fundamentals
Adaptive Learning *	Fall 2016: Adaptive Quizzing Medical Surgical, Fundamentals and NCLEX
	Failure to continuously level up by at least two levels in three areas of the adaptive learning and quizzing will result in a loss of 5% of the final grade for this course.
*	*all items included in first semester bundle.
LAG/Syllabus:	Learning Activity Guide – NUR 1212C – Intermediate Adult Care. (2016). Available at GCSC campus bookstore or online on the course website.
Supplemental	
Text	Chart Smart: The A to Z Guide to Better Nursing Documentation. 3rd Ed. Lippincott, Williams & Wilkins. ISBN: 978-1-60547-764-0
Text	Hale, A. & Hovey, M.J. (2014) Fluid, Electrolytes, and Acid-Base Imbalances. F.A. Davis, Philadelphia, PA. ISBN: 978-08036-2261-2
Internet Resources:	
Khan Academy	Khan Academy www.khanacademy.org (Links to an external site.): use for review of Anatomy & Physiology, Chemistry, and Nursing content.
iTunes	iTunes 3M Littmann Auscultation App

Sessions and Days of the Week

This course is divided into sixteen weekly sessions. Due dates for assignments are stated in day numbers. Day One is Monday, the first day beginning each weekly session.

Monday	Day One	
Tuesday	Day Two	Lecture (2 hours) at 0900 – 1050 in Room 118 Group A Skills Lab at 1200 – 1450 in Room 208
Wednesday	Day Three	12 Hour clinical at 0630 SHARP – 1900 at your assigned clinical location Simulations – When assigned will be on Wednesdays with specific

		written instructions
Thursday	Day Four	Lecture (2 Hours) at 0900am – 1050am in Room 211 Group B Skills Lab at 1200 – 1450 in Room 208
Friday	Day Five	
Saturday	Day Six	
Sunday	Day Seven	

Assignments are due no later than 11:59 p.m. CT on the day that is stated in the assignments section.

Reading Assignments & Learning Activities

DATE	LEARNING ACTIVITIES	EXAMS & CASE STUDIES
Week 1		
08/23/2016 Tuesday Bring Pen/Pencil & L.A.G. Course Orientation	Module I: Fluid & Electrolytes Ignatavicius; Chapter 11 & 12 Fluid Balance & Electrolyte Balance Acid Base Balance Potter & Perry; Chapter 41 Section VI Lehne (Pharm Text) Adaptive Learning & Quizzing	<u>Complete Evolve Case Study Tutorial</u> Pop Quiz 1 Case Study 1: Fluid Balance under Fundamentals Tab in EVOLVE
08/25/2016 Thursday Bring Pen/Pencil & L.A.G.	Module I: Fluid & Electrolytes Ignatavicius; Chapter 11 & 12 Fluid Balance & Electrolyte Balance Acid Base Balance Potter & Perry; Chapter 41 Adaptive Learning & Quizzing	Pharmacology Homework 1
Week 2		
08/30/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module I: Fluid & Electrolytes Ignatavicius; Chapter 11 & 12 Fluid Balance & Electrolyte Balance Acid Base Balance Adaptive Learning & Quizzing	In Class Assignment
09/01/2016 Thursday	Module I: Fluid & Electrolytes Ignatavicius; Chapter 11 & 12	Module I Complete

	Fluid Balance & Electrolyte Balance Acid Base Balance Adaptive Learning & Quizzing	
Week 3		
09/06/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module II: Endocrine Type I & II D.M., S.I.A.D.H. , Cushings's and Addison's Disease Ignatavicius; Chapter 61, 62, 63 & 64 Potter & Perry; Chapter 16 & 50 Lehne (Pharm Text) Adaptive Learning & Quizzing	Pharmacology Homework #2 Case Study #2:
09/08/2016 Thursday Bring Pen/Pencil & L.A.G.	Module II: Endocrine Type I & II D.M., S.I.A.D.H. , Cushings's and Addison's Disease Ignatavicius; Chapter 61, 62, 63 & 64 Potter & Perry; Chapter 16 & 50 Lehne (Pharm Text) Adaptive Learning & Quizzing	Diabeties under Med/Surg tab EVOLVE
Week 4		
09/13/16 Tuesday Bring Pen/Pencil & L.A.G.	Module II: Endocrine Type I & II D.M., S.I.A.D.H. , Cushings's and Addison's Disease Ignatavicius; Chapter 61, 62, 63 & 64 Potter & Perry; Chapter 16 & 50 Lehne (Pharm Text) Adaptive Learning & Quizzing	Pop Quiz 2 Group Project
09/15/2016 Thursday Bring Pen/Pencil & L.A.G	Module II: Endocrine Type I & II D.M., S.I.A.D.H. , Cushings's and Addison's Disease Ignatavicius; Chapter 61, 62, 63 & 64 Potter & Perry; Chapter 16 & 50 Lehne (Pharm Text) Adaptive Learning & Quizzing	Review Exam I Module II Complete
Week 5		

09/20/2016 Tuesday Bring #2 Pencil	Module I & II: Fluid & Electrolytes Ignatavicius; Chapter 11 & 12 Fluid Balance & Electrolyte Balance Acid Base Balance; Endocrine Type I & II D.M., S.I.A.D.H., Cushings's and Addison's Disease	Exam I
09/22/2016 Thursday Bring Pen/Pencil & L.A.G.	Module III: Intermediate Cardiac, Cardiac Conduction, Basic Cardiac Wave Forms, S.T.E.M.I. & Non-S.T.E.M.I. Including Assessment, Pain Management, Treatment, Interventions, Anticoagulation studies & Therapies Ignatavicius; Chapter 33, 34 & 38 Potter & Perry; Chapter 30 pp. 527 & Chapter 43 Lehne (Pharm Text) Adaptive Learning & Quizzing	Pharmacology Homework #3 Case Study #3 Cardiac EVOLVE
Week 6		
09/27/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module III: Intermediate Cardiac, Cardiac Conduction, Basic Cardiac Wave Forms, S.T.E.M.I. & Non-S.T.E.M.I. Including Assessment, Pain Management, Treatment, Interventions, Anticoagulation studies & Therapies Ignatavicius; Chapter 33, 34 & 38 Potter & Perry; Chapter 30 pp. 527 & Chapter 43 Lehne (Pharm Text) Adaptive Learning & Quizzing	Pop Quiz 3
09/29/2016 Thursday Bring Pen/Pencil & L.A.G.	Module III: Intermediate Cardiac, Cardiac Conduction, Basic Cardiac Wave Forms, S.T.E.M.I. & Non-S.T.E.M.I. Including Assessment, Pain Management, Treatment, Interventions, Anticoagulation studies & Therapies	

	Ignatavicius; Chapter 33, 34 & 38 Potter & Perry; Chapter 30 pp. 527 & Chapter 43 Lehne (Pharm Text) Adaptive Learning & Quizzing	
Week 7		
10/04/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module III: Intermediate Cardiac, Cardiac Conduction, Basic Cardiac Wave Forms, S.T.E.M.I. & Non-S.T.E.M.I. Including Assessment, Pain Management, Treatment, Interventions, Anticoagulation studies & Therapies Ignatavicius; Chapter 33, 34 & 38; Potter & Perry; Chapter 30 pp. 527 & Chapter 43 Lehne (Pharm Text); Adaptive Learning & Quizzing	Pharmacology Homework #4
10/06/2016 Thursday Bring #2 Pencil	Module III: Intermediate Cardiac, Cardiac Conduction, Basic Cardiac Wave Forms, S.T.E.M.I. & Non-S.T.E.M.I. Including Assessment, Pain Management, Treatment, Interventions, Anticoagulation studies & Therapies; Ignatavicius; Chapter 33, 34 & 38; Potter & Perry; Chapter 30 pp. 527 & Chapter 43; Lehne (Pharm Text); Adaptive Learning & Quizzing	Review Exam II Module III Complete
Week 8		
10/11/2016 Tuesday Bring Pen/Pencil & L.A.G	Module III: Intermediate Cardiac, Cardiac Conduction, Basic Cardiac Wave Forms, S.T.E.M.I. & Non-S.T.E.M.I. Including Assessment, Pain Management, Treatment, Interventions, Anticoagulation studies & Therapies	Exam II Case Study #4 C.O.P.D. EVOLVE
10/13/2016 Thursday	Module IV: Intermediate Respiratory, Basic C.O.P.D.,	Pharmacology Homework #5

Bring Pen/Pencil & L.A.G.	Pneumonia, Basic A.B.G. Interpretation Ignatavicius; Chapter 27, 28, 29, 30 & 31 Potter & Perry; Chapter 40 Lehne (Pharm Text) Adaptive Learning & Quizzing	
Week 9		
10/18/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module IV: Intermediate Respiratory, Basic C.O.P.D., Pneumonia, Basic A.B.G. Interpretation Ignatavicius; Chapter 27, 28, 29, 30 & 31 Potter & Perry; Chapter 40 Lehne (Pharm Text) Adaptive Learning & Quizzing	Pop Quiz 4
10/20/2016 Thursday Bring Pen/Pencil & L.A.G	Module IV: Intermediate Respiratory, Basic C.O.P.D., Pneumonia, Basic A.B.G. Interpretation Ignatavicius; Chapter 27, 28, 29, 30 & 31 Potter & Perry; Chapter 40 Lehne (Pharm Text) Adaptive Learning & Quizzing	Module IV Complete Case Study #5 Chronic Pancreatitits under the Med/Surg tab EVOLVE
Week 10		
10/25/2016 Tuesday Bring Pen/Pencil & L.A.G	Module V: Intermediate G.I., Review G.I. System, Oral Diseases, Upper & Lower G.I. Diseases, Hepatic, Liver, Biliary Diseases, Nutrition, & Obesity, Ignatavicius; Chapter 52, 53, 54, 55, 56, 57, 58, 59 & 60 Potter & Perry; Chapter 31 pp 622, pp 631 & 635 Chapter 44 pp 1026, 1028, 1031 & 1036 Chapter 46 pp 1112, 1115 & 1121	In Class Assignment Pop Quiz 5
10/27/2016 Thursday Bring #2 Pencil	Module V: Intermediate G.I., Review G.I. System, Oral Diseases, Upper & Lower G.I. Diseases, Hepatic, Liver,	Case Study # 6 Cirrhosis under the Med/Surg Tab in EVOLVE

	Biliary Diseases, Nutrition, & Obesity, Ignatavicius; Chapter 52, 53, 54, 55, 56, 57, 58, 59 & 60 Potter & Perry; Chapter 31 pp 622, pp 631 & 635 Chapter 44 pp 1026, 1028, 1031 & 1036 Chapter 46 pp 1112, 1115 & 1121	Module V Complete Review Exam III
Week 11		
11/01/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module IV: Intermediate Respiratory, Basic C.O.P.D., Pneumonia, Basic A.B.G. Interpretation & Module V: Intermediate G.I., Review G.I. System, Oral Diseases, Upper & Lower G.I. Diseases, Hepatic, Liver, Biliary Diseases, Nutrition, & Obesity,	Exam III Case Study #7 Neuro Assessment under the Physical Assessment tab EVOVLE
11/03/2016 Thursday Bring Pen/Pencil & L.A.G.	Module VI: Intermediate Neuro, Ignatavicius; Neuro Assessment - Chapter 41 pp 837 & 844, Chapter 42 - Problems of C.N.S. -Headaches, Seizures, Epilepsy & Infections Parkinsons, Dementia & Huntington Disease Chapter 44 Problems of Peripheral Nervous System - Guillain-Barre', M.S., T.I.A., & Stroke Chapter 45 Critical Neuro Problems TIA pp 930. Stroke pp 931 Potter & Perry, Chapter 49 Sensory alterations Adaptive Learning & Quizzing	In Class Project
Week 12		
11/08/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module VI: Intermediate Neuro, Ignatavicius; Neuro Assessment - Chapter 41 pp 837 & 844, Chapter 42 - Problems of C.N.S. -Headaches, Seizures,	Group Project Pop Quiz #6

	Epilepsy & Infections Parkinsons, Dementia & Huntington Disease Chapter 44 Problems of Peripheral Nervous System - Guillain-Barre', M.S., T.I.A., & Stroke Chapter 45 Critical Neuro Problems TIA pp 930. Stroke pp 931 Potter & Perry, Chapter 49 Sensory alterations Adaptive Learning & Quizzing	
11/10/2016 Thursday Bring Pen/Pencil & L.A.G.	Module VI: Intermediate Neuro, Ignatavicius; Neuro Assessment - Chapter 41 pp 837 & 844, Chapter 42 - Problems of C.N.S. -Headaches, Seizures, Epilepsy & Infections Parkinsons, Dementia & Huntington Disease Chapter 44 Problems of Peripheral Nervous System - Guillain-Barre', M.S., T.I.A., & Stroke Chapter 45 Critical Neuro Problems TIA pp 930. Stroke pp 931 Potter & Perry, Chapter 49 Sensory alterations Adaptive Learning & Quizzing	In Class Assignment Module VI complete Review Exam IV
Week 13		
11/15/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module VI: Intermediate Neuro, Ignatavicius; Neuro Assessment - Chapter 41 pp 837 & 844, Chapter 42 - Problems of C.N.S. -Headaches, Seizures, Epilepsy & Infections Parkinsons, Dementia & Huntington Disease Chapter 44 Problems of Peripheral Nervous System - Guillain-Barre', M.S., T.I.A., & Stroke	Exam IV

	Chapter 45 Critical Neuro Problems TIA pp 930. Stroke pp 931 Potter & Perry, Chapter 49 Sensory alterations Adaptive Learning & Quizzing	
11/17/2016 Thursday Bring Pen/Pencil & L.A.G.	Module VII: Intermediate Renal Ignatavicius; Chapter 66 Urinary Problems, Chapter 67 Kidney Disorders, Chapter 68 Acute Kidney & Chronic Kidney Disease Perry & Potter; Chapter 45 Urinary Elimination Ignatavicius; Chapter 3 Assessment of Pain; Chapter 14, 15 & 16 Perioperative Care; Chapter 51 Muscuoskeletal Trauma Potter & Perry; Chapter 28 Prevention of Infection, Chapter 48 Skin Integrity & Wound Care, Chapter 50 Care of Surgical Patient.	
Week 14		
11/22/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module VII: Intermediate Renal Ignatavicius; Chapter 66 Urinary Problems, Chapter 67 Kidney Disorders, Chapter 68 Acute Kidney & Chronic Kidney Disease Perry & Potter; Chapter 45 Urinary Elimination Ignatavicius; Chapter 3 Assessment of Pain; Chapter 14, 15 & 16 Perioperative Care; Chapter 51 Muscuoskeletal Trauma Potter & Perry; Chapter 28 Prevention of Infection, Chapter 48 Skin Integrity & Wound Care, Chapter 50 Care of Surgical Patient.	Pop Quiz #7
11/24/2016 Thursday		Enjoy the Holiday!

Week 15		
11/29/2016 Tuesday	Cumulative	HESI Mid-Curricular Exam in HS Room #118
12/01/2016 Thursday Bring Pen/Pencil & L.A.G.	Module VII: Intermediate Renal Ignatavicius; Chapter 66 Urinary Problems, Chapter 67 Kidney Disorders, Chapter 68 Acute Kidney & Chronic Kidney Disease Perry & Potter; Chapter 45 Urinary Elimination Ignatavicius; Chapter 3 Assessment of Pain; Chapter 14, 15 & 16 Perioperative Care; Chapter 51 Muscuoskeletal Trauma Potter & Perry; Chapter 28 Prevention of Infection, Chapter 48 Skin Integrity & Wound Care, Chapter 50 Care of Surgical Patient.	In Class Assignment
Week 16		
12/06/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module VII: Intermediate Renal Ignatavicius; Chapter 66 Urinary Problems, Chapter 67 Kidney Disorders, Chapter 68 Acute Kidney & Chronic Kidney Disease Perry & Potter; Chapter 45 Urinary Elimination Ignatavicius; Chapter 3 Assessment of Pain; Chapter 14, 15 & 16 Perioperative Care; Chapter 51 Muscuoskeletal Trauma Potter & Perry; Chapter 28 Prevention of Infection, Chapter 48 Skin Integrity & Wound Care, Chapter 50 Care of Surgical Patient.	Pop quiz 8
12/08/2016 Thursday	Module VII: Intermediate Renal Ignatavicius; Chapter 66 Urinary Problems, Chapter 67 Kidney Disorders, Chapter 68	Module VII Complete Review Exam V/Final Exam

	Acute Kidney & Chronic Kidney Disease Perry & Potter; Chapter 45 Urinary Elimination Ignatavicius; Chapter 3 Assessment of Pain; Chapter 14, 15 & 16 Perioperative Care; Chapter 51 Muscuoskeletal Trauma Potter & Perry; Chapter 28 Prevention of Infection, Chapter 48 Skin Integrity & Wound Care, Chapter 50 Care of Surgical Patient.	
Final Exams Week		
12/13/2016 Tuesday Bring Pen/Pencil & L.A.G.	Module VII: Intermediate Renal Urinary Problems, Kidney Disorders, Acute Kidney & Chronic Kidney Disease, Assessment of Pain, Perioperative Care, Musculoskeletal Trauma, ** Modules 1-VI included in Final	Final Exam

Pre-Clinical 2:00PM (TL) 3:00 PM (Assignment) on Tuesdays
**Subject to Change Clause
 This course reading assignment and learning activities schedule is subject to change prior to or during this course at the discretion of the instructors to accommodate the instructional and/or student needs. Students will be notified verbally and in writing of any changes.

NURSING SKILLS LAB READING ASSIGNMENTS & LEARNING ACTIVITIES

Tuesdays - Skills Lab Group A: Location: HS 208   TIME: 12 noon - 2:50pm
Thursdays - Skills Lab Group B: Location: HS 208   TIME: 12 noon - 2:50 pm
****The content of this Intermediate Adult Care Skills Lab Course syllabus/web site/schedule is subject to change prior to or during this course at the discretion of the faculty leaders according to current learning needs. Students will be notified verbally and in writing of any changes. ****

WEEK	DATE	PREPARATION & WHAT TO BRING	LEARNING OBJECTIVES/ACTIVITIES	COMPETENCY VALIDATION

1	T - 08/23/16	MODULE l: Fluid & Electrolytes PREP: Jarvis: Physical Examination & Health Assessment, 6th Edition, Chapters 1, 2, 3, 4, 5, 6, & 7 REVIEW: 1. Math for Dosage Calculations 2. Basic Care VIDEOS: Jarvis, evolve website, http://evolve.elsevier.com/Jarvis/	Lab Orientation 1. Expectations 2. Schedule 3. Skills lab Open Hours – Practice, Practice, Practice, so you will be competent in clinical and during your skills check-off Assessment Skills – The Whole Person 1. Evidence-Based Assessment 2. Cultural Competence & Providing cultural Care 3. The Interview, Health History, Functional Assessment of the Adult and Older Adult 4. Assessment Techniques & Safety, General Survey, Measurement & Vital Signs 5. Bedside Assessment & Electronic Health Record 6. Cultural Assessment 7. Pain Assessment & Nutrition	SKILLS CHECK-OFF: Basic Assessment
	TH - 08/25/16	BRING: LAG, Skills Lab Course Schedule, Pen/Pencil, Stethoscope, Pen Light	Group Skills Practice 1. Divided into groups to practice Assessment skills, this is the FOUNDATION of nursing. Everything begins with a CORRECT assessment. Dosage Calculations 1. Review for Dosage exam, refer to L.A.G. 2. Group Practice	

| 2 | T - 8/30/16 | MODULE I: Fluid & Electrolytes (Continued)

PREP: Review the distribution of fluid by compartments and sources of fluid intake and output

REVIEW: Foundations, Perry & Potter, Chapter 40

VIDEOS: Jarvis, evolve website, http://evolve.elsevier.com/Jarvis/ | Intermediate Assessment Skill:
1. Assessment of the patient with an impaired fluid balance (Deficit or Excess)
2. What would you expect to find during the assessment of the patient with Fluid Volume Excess or Fluid Volume Deficit in the following body systems and WHY:
   a. Cardiovascular
   b. Respiratory
   c. Neuromuscular
   d. Renal
   e. Integumentary
   f. Gastrointestinal
   g. Labs (serum osmolality, hematocrit, B.U.N. level, sodium level and urinary specific gravity
3. Assessment of the patient with an Electrolyte imbalance: | |
| | TH - 09/01/16 | BRING: LAG, Skills Lab Course Schedule, Pen/Pencil, Stethoscope, Pen light | 4. What would you expect to find during the assessment of a patient with an Electrolyte Imbalance in the body systems listed below that would correlate with lab work that is too low (hypo-) or too high (hyper-)_with changes in the following lab values:
   a. Cardiovascular
   b. Respiratory
   c. Neuromuscular
   d. Central Nervous System
   e. Gastrointestinal
   f. Renal
   g. Integumentary
   h. Sodium
   i. Labs (Sodium, Potassium, Calcium, Magnesium)

Medication Administration
1. Six Rights of Medication Administration
2. Enteral & non parenteral Medications
3. Parenteral (injections): Intradermal, subcutaneous & Intramuscular | |

3	T - 09/06/16 TH - 09/08/16	MODULE I: Fluid & Electrolytes (Continued) BRING: LAG, Skills Lab Course Schedule, Pen/Pencil, IV Kit in Student pack	Phlebotomy, I.V. Starts, I.V. Fluid connection Alaris Pumps	Skills Check: IV catheters & fluids D/C IV Catheter
4	T & TH Attend 09/13/16 12noon – 2:50pm	EVERYONE REQUIRED TO ATTEND TUES LAB ON 9/13/16 Module II: Endocrine PREP: REVIEW VIDEOS: Jarvis, evolve website, http://evolve.elsevier.com/Jarvis/ BRING: LAG, Skills Lab Course Schedule, Pen/Pencil, WEEKS 5-16 WILL BE UPDATED SOON	DOSAGE SAFETY & COMPETENCY VALIDATION – 30 MINUTES MEDICATION ADMINISTRATION CHECK-OFF Intermediate Assessment Skill Glucose Meters and Monitoring 1. Use of Glucometers **(STUDENTS CAN NOT PERFORM IN THE CLINICAL AREA – OBSERVE ONLY) ** 2. Signs and Symptoms of Hypoglycemia and Hyperglycemia 3. Insulin administration (mixing insulins, flexpens) based on schedule and/or sliding scale 4. Distinguish between types of insulin, onset, peak, duration and indication. 5. Identify hypoglycemia in a patient	Skills Check: 1. Check patient blood glucose level 2. Administer insulin per orders & MAR 3. Identify potential for hypoglycemia and treatment

Intermediate Adult Clinical Information

Clinical Rotation Schedules
Pre-Clinical Paperwork
Pre-Clinical Paperwork Example
Rubric for Pre-Clinical Paperwork
Rubric for Content Maps
Clinical Assessment Flow Sheet
Student Self-Evaluation
Student Alternative Assignment

Grading Policy

The following grading system is used for Gulf Coast State college Health Sciences Nursing Program students:

A GPA of 2.0 or higher must be maintained for continuation in the nursing program; including all courses taken each semester. (Please see the A.D.N. Student Handbook for further information on this policy)

Grade	Percentage
A	90-100%
B	80-89%
C	70-791%
D	60-69%
F	59-0%

Course Grading
The grade for this course will be based on the following components:
Assignment table

Assignments	Percentage of Final Grade
Exams	60% (Total of Five Exams at 12% each of final grade)
Pharmacology Homework	2.5%
Evolve Case Studies	5%*
Mid-Curricular HESI Specialty Exam	30% of Final Grade*
Final Exam	5%
Intermediate Adult Care Clinical Rotations	Pass/Fail

Method of Evaluation
Examinations:
        Exam # 1- <u>12</u> % of final grade
        Exam # 2- <u>12</u> % of final grade
        Exam # 3- <u>12</u> % of final grade
        Exam # 4- <u>12</u> % of final grade
        Exam # 5- <u>12</u> % of final grade (for total of 60%)
        Final Exam <u>5% of final grade</u>
   2   Mid-curricular HESI Specialty Exam <u>30</u> % of final grade

For the HESI specialty exam the student should strive to achieve 850 overall and in all specialty areas on score report. The conversion score will be used for the HESI specialty mid-curricular exam to determine the student's final exam grade. The student in Intermediate Adult course will need to achieve at least an 850. If the student does not make 850 on the exam the student will have 3 weeks to complete remediation, as determined in remediation meeting. The student will receive an "I" (incomplete) in the course until remediation is complete. The student will sit down with Intermediate Adult faculty, and re-mediator (if needed Program coordinator) to examine HESI testing report to determine weakest areas to remediate. The student will sign a contract with the faculty for the remediation. If the student fails to complete the remediation prior to the due date, the student will forfeit their grade, receive an "F" in the course and cannot

progress to the 3rd semester. If student does not have a previous out, the student will be allowed to return to the Intermediate Adult course for a 2nd attempt at the course.

- If the student does not achieve an 850 on the first attempt and has fulfilled the remediation contract by the due date, the student will have the "I" changed to the grade earned for the Intermediate Adult course and allowed to progress to 3rd semester provided student's overall course grade is no less than 70%.
- EVOLVE Case Studies 5% . (Student must have a cumulative 70% examination average to receive points at end of 16 week course.)
- Dosage Safety Exam: Second semester students are required to pass a dosage safety exam. In order to pass, students must achieve a 90% or higher on the dosage safety exam. Students not achieving 90% or higher will be counseled and must attain at least 90% on the second attempt, which must be completed within 2 weeks following the first attempt on the dosage safety exam. IF the student does not receive a 90% or higher on the second attempt, this will result in a failure for the course. Basic calculators are provided for classroom use.
- Clinical- Concept Maps due each week on Friday 11:59 pm. One concept map per patient, per clinical experience. The final Concept Map will be graded by your final clinical Professor as satisfactory or unsatisfactory. An unsatisfactory final concept map will result in clinical failure and failure for the course.
- Clinical Sim Chart: Rated as Satisfactory or Unsatisfactory
- Service Learning: All students must provide documentation of satisfactorily completing 4 hours of service learning in a health care or health promotion learning environment. All experiences are subject to Professor approval. Due by semester end.
- Satisfactory Clinical Evaluation: Rated as Satisfactory or Unsatisfactory. The student must achieve a satisfactory rating on all clinical paperwork (see Sim Chart requirements), physical assessment check-off . Students must achieve a "satisfactory" rating in <u>all</u> areas of the clinical lab evaluation tool in order to pass the course.
- Completed Self Evaluation Tool & Instructor & Course Evaluations

TEST REVIEW:
Test review time, date & will be announced in class &/or placed on the course learning management system website. Test review will occur only at the time/date announced by the course faculty. If you are late for the posted review time, you will not be permitted to review the exam

Late Paper Policy:
Papers handed in beyond the above the defined time frames given by the instructor, will be assessed late points as follows; Day 1 – 10% deducted. Each Successive Day – 2% deducted. This includes weekends. Papers may be faxed, mailed, e-mailed, or hand delivered to the instructor. No late papers will be accepted after the instructor hands back the corrected assignment to other students. This change in policy prevents students from obtaining an unfair advantage over other students who have completed their work on time.

TO PASS THE COURSE THE STUDENT MUST (See further requirements listed under Participation and Attendance policy:

3   Attain a final course average of C (70% or above): <u>In order to receive 5% points on quizzes & case studies a cumulative 70% average must been obtained on all course exams.</u>

4   Receive a satisfactory clinical rating and campus lab experiences.

5   Achieve a 90% on the Dosage Safety Medication examination. Students must have a 90% on the INITIAL attempt to pass. If students do not pass on first attempt, ONE retake is allowed. The passing score for the re-take is 90%. Students unsuccessful after two attempts will be dismissed and receive an "F" for the course.

6   Adhere to GCSC Nursing Department attendance policy. The student may not miss more than 1/8 of the hours.

Library & Nursing Lab Resources

Library Resources

All students and employees of Gulf Coast State College are entitled to library materials and services regardless of location, course or program delivery method.

3   We provide assistance in person (Links to an external site.) , by phone, and online (Links to an external site.) through a variety of formats including chat (Links to an external site.) , email, text, and Library Guides (Links to an external site.) .

4   You can access library materials in person at the Panama City campus, view them online (Links to an external site.) , or request (Links to an external site.) they be sent to you. We mail items to students who live and are taking classes outside Bay County and send them to our extended campuses through the campus courier.

For more information, please see the library web page
 (Links to an external site.)
, call 850-872-3893, or email librarian@gulfcoast.edu.

There will be occasions that you need to use evidence based research for your homework, group projects, etc. The campus library has guides, databases, and archives that you may search to find material. In addition, if you are in need of a place to study that is quiet or in a group there are study rooms located on the third floor. Please follow the link to Library Services at Gulf Coast State College and see all they have to offer for your academic success
http://www.gulfcoast.edu/academics/library/index.html
 (Links to an external site.)

Nursing Campus Labs (Health Sciences Nursing Labs)

- Supplies and equipment may not be removed from the lab.
- Handle all equipment and mannequins carefully. Seek help from the simulation coordinator of nursing or the coordinator of nursing if a piece of equipment does not work.
- When you are finished with a piece of equipment, be sure it is turned off and unplugged.
- Make sure the materials you have used have been returned to the appropriate place and turn off the lights.

- Campus lab schedules may be posted on the bulletin boards in nursing labs. The Nursing instructors/faculty encourage students to make use of "open" lab hours for additional practice of skills.

CHILDREN ON CAMPUS:

Children are prohibited in nursing classrooms or laboratory at any time for liability reasons. Access to the nursing classrooms and laboratories is authorized only by nursing faculty or the coordinator of the nursing department.

Participating In A Discussion Board Via Canvas and the Classroom Setting

The following grading rubrics and description for discussion boards will be used for all discussion board grading.

Rules for Participation in Discussion Boards

Frequent and substantive discussions are crucial to your academic success. In this course your instructors expect that you will interact in the traditional classroom setting and via your learning management system, canvas. Occasionally throughout the course there may be a discussion board that will give you an opportunity to reflect on what you have learned, the latest issues or evidence based research; it gives you an opportunity to interact with others in your course via the online platform.

Discussion boards should foster the deep involvement of every student in the class. They will help to develop your critical thinking. You are required to post initial responses to a discussion question early in the week, then you will be given until Day 6 to post at least two substantive responses to other students' posts. The response postings must be on a different day than your initial post. This process will ensure students are given both the adequate time to prepare and post initial responses and the necessary time to read through posts and supply meaningful reactions that extend the conversation.

Please Note:

5 You will not be able to delete or revise posts once you formally upload your first post. It would be in your best interest to spend a couple of minutes reviewing your post before uploading.

6 You will not be able to see anyone else's posts until you post first. As soon as you upload your original post, you will be able to view everyone else's posts so that you can read and respond to others.

Classroom and Canvas Discussion and Participation Rubric

For a discussion board, you will be graded both on the quality of your posted responses and on your participation in the discussion; as well as in the classroom setting. The rubric below defines the criteria by which you will be judged. Please note that you must post one response to the initial query and a minimum of two responses to other students' posts; on different days.

Post and Response Evaluation Rubric

	Consistent with Associate/Professional RN level performance.	Needs Improvement	Unsatisfactory	Points (Pass/Fail)
Initial Post Relevance to the topic of discussion	The posting directly addresses key issues, questions, or problems related to the topic of discussion. The posting applies course concepts with examples showing applied knowledge and understanding of topic with appropriate use of citations/references Post has been submitted by the due date. Pass	The posting has not fully addressed the question(s), or problems related to the topic. and /or No citations/references are used. and/or Initial posting is not submitted by the due date Barely Pass	The posting does not directly address the question or problem posed by the discussion and/or No initial discussion post will result in a zero. Fail	Pass
Initial post Insight and application of course concepts	The posting offers original and thoughtful insight, synthesis or observation that demonstrates a strong understanding of the concepts and ideas pertaining to the discussion topic (use of examples). Use of appropriate citations/references to support all claims and facts. Pass	The posting presents minimal insight, analysis or observation to the topic presentation (no examples of applicability or detailed discussion). Appropriate use of citations/references to support presenting ideas. and/or No use of citations/references Barely Pass	The posting does not offer any significant insight, analysis, or observation related to the discussion topic. and/or No initial discussion post will result in a zero Fail	Pass
Peer Responses	Two peer responses with at least one peer response	Minimum number of responses are not	No peer responses are	Pass

Number of responses	that has a citation/reference;	posted and/or no citation/reference	posted And/or Responses are	
	Pass	Barely Pass	Fail	

Participation and Attendance Policy

TO PASS THE COURSE THE STUDENT MUST
7   Receive a satisfactory clinical rating and campus lab experiences.
8   Achieve a satisfactory rating on classroom participation requirements
9   Demonstrate core performance standards for admission and progression as published in the Handbook for Nursing Students.
10 Adhere to the "Division of Health Science Policy Statements on Infection Control" as published in the Handbook for Nursing Students.
11 Adhere to the "Division Impaired Practice Policy" as published in the Handbook for Nursing Students.
12 Adhere to GCSC Nursing Department attendance policy. The student may not miss more than 1/8 of the hours.

Clinical Absence Policy:
Clinical Absence is heavily frowned upon by all Professors. See Handbook for Nursing Students for tardy & absence policy. Note: It is quite possible for a student to fail this course for excessive absence or tardiness. Be prompt. Lack of proper notification for clinical absence is ground for disciplinary action and may ultimately lead to dismissal from the nursing program. There is no tardy acceptable for clinical. Think ahead, plan to arrive early, and do NOT be late for clinical. Students late for clinical or arrive unprepared for the clinical experience may be dismissed for the day and sent home. Students arriving disheveled or not wearing appropriate clinical uniforms and/or without name tags and suitable clinical equipment will be dismissed and sent home for the day. The instructor will review all clinical absences and make-up assignments will be based on the Gulf Coast State College Attendance Policy. The student may appeal course dismissal/grade. Refer to GCSC Student Handbook for administrative appeals process. Absence from clinical experiences cannot be made up.

Absences during Exams / Make-up Exams:
Acceptable reasons for not takings exam / quizzes on the assigned dates are; a death in the family, illness of the student, or other reasons that are presented and accepted by the instructor. If a student cannot take an exam / quiz at the scheduled date, the instructor needs to be notified PRIOR to the exam / quiz. Students excused for an exam / quiz on the assigned date(s), must make alternative arrangements with their instructor to take the missed exam / quiz. The type of make-up exam given to the excused student(s) is the prerogative of the instructor. Failure to make up an exam / quiz will result in an automatic "0" on that exam / quiz.

Late Test Policy:
Students are provided with a test schedule with dates and times at the beginning of each course. For all unit exams and final exam students must be at the testing location designated by the instructor at the appointed time, unless otherwise instructed by the instructor.
Students that fail to arrive and take the exam will receive a zero "0" for that exam. If you have questions regarding this procedure please contact your instructor.

Participation and Attendance Policy
Gulf Coast State College recognizes that regular class attendance is essential to student success. Accordingly, all students should be aware of the following:
- Each student is responsible for his or her own attendance and is responsible for communication about that attendance with the Instructor.
- Students are responsible for attending and participating in all dimensions of each of their courses. Each student must actively contribute to the discussions and group work, as these activities are large portions of the overall grade. If a student is given permission to miss a class, this student is responsible for any and all material missed while absent. It is the responsibility of the student to understand the attendance policy and procedures for each course.
- Students must substantively participate in the course. Substantive participation is defined as actively participating in discussion boards, participating in weekly synchronous activities and completing all assignments and learning activities. Substantive discussion board participation should include informed responses to other student posts, not merely responses such as, "I agree," or "this is a good idea."
- Students are expected to spend approximately 8 1/2-10 hours per week (for a sixteen week course) interacting with course learning resource materials (including, when applicable, multimedia activities, simulation exercises, and practice drills), as well as with the course instructor and/or with other students.
- A student is responsible for any work missed as a result of absences of any kind. An authorized absence is defined as a serious personal illness; a family emergency (such as serious illness or death involving a member of the immediate family); jury or military duty; and representing the college in athletic, academic, professional, or leadership development pursuits. Authorized absences must be officially documented. The following are examples of non-authorized absences: vacations, leisure pursuits, and personal business.
- Students have the responsibility to check their extracurricular, personal, and work schedules before enrolling in a particular course. Any foreseeable problems must be discussed with the student's adviser and the course instructor before enrolling and no later than the end of the first week of class.
- For authorized absences:
If students anticipate they will be unable to turn an assignment in on time, they need to obtain authorization for an extension from their course instructor at least 24 hours in advance of the due date (except for emergency situations). Failure to obtain authorization within that time period will result in a zero on that assignment. If the student obtains authorization within the required time frame, a revised due date will be

agreed upon. If the student turns in the assignment past the revised due date, points will be deducted at a rate of 10% per day. For college-sponsored activities that are scheduled in advance, it is expected that students will turn in those assignments before the required due date. Unauthorized absences equals zero on the assignment. Authorized absences equal a 10% reduction for every day late.

Academic Honesty and Integrity Policy

Academic Integrity:
Cheating will not be tolerated. Any student found cheating, copying, or otherwise misrepresenting their performance, or in any way gaining an unfair advantage over other students will be subject to disciplinary actions according to the Handbook for Nursing Students. If academic integrity has been violated, a student will be given an "F" grade for the exam / quiz / course / clinic. The Coordinator of Nursing & Division Chair will be notified of the incident and disciplinary action started.
Copyright Material Statement: Laws protecting copyright material are followed at Gulf Coast State College. This includes printed material, audiovisual aids, computer disks, interactive videos, disks, etc. Any student found violating these laws is subject to disciplinary action and may be subject to legal consequences, which are punishable by law.
Gulf Coast State College is committed to equal access/equal opportunity in its programs, activities, and employment. For additional information, visit www.gulfcoast.edu/equity.

Accommodations for Students with Disabilities Policy

Student Academic Assistance:
The Student Support Services is located in the Student Union East. Students having difficulty in a course can request a tutor for supplemental learning. Please see your instructor for any additional concerns or needs. Please refer to the Handbook for Nursing Students for "Reasonable Accommodation / Disability Support Services". If special testing accommodations have been recommended by the Office of Disability Support Services and the student is requesting special testing accommodations, faculty members request 7 days notification / preparation prior to schedules exam dates.
If a student tests with the Disability Support Services (DSS), it is the STUDENT'S responsibility to understand the rules and regulation for the course, DSS center and testing center. DSS students must notify their instructor of their status at the beginning of the course. It is the STUDENT's responsibility to test at the same time as ALL other current course students. Students are provided with a test schedule with dates and times to make testing appointments at the beginning of each course. For all unit exams and final exam students must be at the testing center and logged into the exam on their appointment time, unless otherwise instructed.

Students that are not logged into the exam by their appointed time will receive a zero "0" for that exam. If you have questions regarding this procedure, please contact your instructor.

College Resources
<u>College Resources</u>
- [Tuition and Fees (Links to an external site.)](#)
- [GCSC Financial Aid (Links to an external site.)](#)
- [GCSC Bookstore (Links to an external site.)](#)
- [Military and Veteran' Services (Links to an external site.)](#)
- [Disability Support Services (Links to an external site.)](#)
- [Writing and Reading Tutoring (Links to an external site.)](#)
- [Math Tutoring (Links to an external site.)](#)
- [GCSC Student Handbook (Links to an external site.)](#)
- [(Links to an external site.) For Nursing Simulation and Remediation please contact: (Links to an external site.)](#)
  - ◦ Donna Darling, MSN RN
  - ◦ Assistant Professor
  - ◦ Phone:(850)769-1551 ext. 5830
    Office location:PC-HS 0234

Canvas Student Resources
<u>STUDENT RESOURCES</u>
The following links are designed to provide you with valuable information about our new learning management system, CANVAS.
- [Which Browsers Do CANVAS Currently Support (Links to an external site.)](#)
- [CANVAS Student Guide (Links to an external site.)](#)

<u>LINKS TO INSTRUCTIONAL VIDEOS</u>
- [Assignments Overview (Students) (Links to an external site.)](#)
- [Assignment Submissions (Students) (Links to an external site.)](#)
- [Calendar (Students) (Links to an external site.)](#)
- [Canvas Overview (Students) (Links to an external site.)](#)
- [Chat (Students) (Links to an external site.)](#)
- [Collaborations (Students) (Links to an external site.)](#)
- [Communication (Students) (Links to an external site.)](#)
- [Discussions (Students) (Links to an external site.)](#)
- [ePortfolios (Students) (Links to an external site.)](#)
- [Files (Students) (Links to an external site.)](#)
- [Grades (Students) (Links to an external site.)](#)
- [Groups: Creation & Interaction (Students) (Links to an external site.)](#)
- [Peer Reviews (Students) (Links to an external site.)](#)

[(Links to an external site.) Quizzes (Students) (Links to an external site.)](#)

Technical Requirements for Using Canvas

The following is a list of basic system requirements to use Canvas. It is always recommended to use the most up-to-date versions and better connections when working online. Canvas will run with the minimum specifications, but you may experience slower response times. To review the most up-to-date requirements, please see Canvas Technical Requirements.
 (Links to an external site.)

To verify that you have the appropriate hardware and software, visit the Helpdesk online support portal, and select the Check Browser tab at the top of the page. This test opens in a new window and will take a few moments to verify that your computer and browser is set up properly. Be sure to address any critical concerns now. It is usually a good idea to ensure the computer you will use to lead a class is up to date and able to access important course technologies.

Select each of the links below to make sure your computer is set up for accessing your online courses. Simply scroll to go through them all or select a link to go back to just one of them.

Browsers

Browser	Information
Recommended: Chrome 30 or newer	Download Chrome (Links to an external site.) (Links to an external site.) (Links to an external site.)
Recommended: Firefox 25 or newer	Download Firefox (Links to an external site.) (Links to an external site.) (Links to an external site.)
Compatible	• Safari 6 and newer • Internet Explorer 9 and newer (users may experience errors with IE 7 or 8, which are not supported)
You must have JavaScript enabled in the browser you are using. To review the most up-to-date requirements, please see Canvas Supported Browsers.	

Plugins

Plugin	Information
Flash	• Flash is required to record and upload audio/video in Canvas. • The versions of Flash which are currently supported are 10 and 11. • The latest version of Flash Player is available for download (Links to an external site.) (Links to an external site.) .
Java	• The Java plug-in is NOT required for the majority of course activities in Canvas. However, if you want to share screens in Conferences, you'll need the Java plug-in. • The latest version of Java is available for download (Links to

	an external site.) (Links to an external site.) .
Adobe Reader	Download Reader (Links to an external site.) (Links to an external site.) (Links to an external site.)

Computer Specifications

Factor	Information
Screen Size	Canvas works best with the screen size of 1024x600 or larger. Canvas can also be viewed on smaller screens, such as a tablet or a mobile phone.
Operating Systems	• Windows XP SP3 and newer • Mac OSX 10.6 and newer • Linux chromeOS
Mobile OS Native App Support	• iOS 5 and newer • Android 2.3 and newer
Computer Speed and Processor	• Use a computer 5 years old or newer when possible • 1GB of RAM • 2GHz processor
Internet Speed	Canvas works well for most* Internet connections. We recommend you access Canvas through DSL, Broadband, or another high speed internet service. *Dial up is not recommended. Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments. A minimum of 512 kbps is required.
Screen Readers	• Latest version of JAWS for Internet Explorer 9 & 10 and Firefox. • Latest version of VoiceOver for Safari. • There is no screen reader support for Chrome.
Webcam / Microphone	A webcam and microphone are required to record video and audio in Canvas. If you wish to record video or audio but you do not have a built-in webcam and microphone on your computer, tablet, or cell phone, you should purchase one for recording purposes. (Commercially available webcams and microphones will work.)

Software

Software	Information
Microsoft Office	Microsoft Office 2010 or 2007 (Windows), Microsoft Office 2011 (Mac)
Virus protection software	Sophos Protection Software. This is critical!
Adobe Reader	Adobe Reader 9.0 or later
.	

Other

- Any system should have a backup device (Flash drive, CD/DVD RW) to copy and protect important files as well as a portable USB Flash Drive (1 GB or greater) for transferring data.
- Javascript and cookies must be enabled.
- System must be configured to allow installation of browser plug-ins.
- System must be configured to allow for installation of software.
- 3-year extended warranty program on your computer.

GCSC FAQs Regarding Canvas
 (Links to an external site.)

Technical Support

TECHNICAL SUPPORT SELF SERVICE
This is for GCSC owned equipment and systems only

13 Do not submit a ticket for an emergency or a password reset; instead please phone (850) 913-3303 or x3303.
14 Tickets must include the following information, or the response will be delayed:

- your name
- accurate contact information for you
- description of the problem (include error messages)
- location of equipment (campus, building, and room #)
- identification of equipment (computer/printer/etc. AND service tag or tag#)

After you log in, you may find answers in the Knowledgebase article: Gulf Coast State College FAQs (LIGHTHOUSE / ANGEL / STUDENT EMAIL / PAY4PRINT / WIRELESS)