Stephen F. Austin State University  
DeWitt School of Nursing  
BASIC NURSING CARE OF ADULT CLIENTS SYLLABUS  
Course Number:  NUR 306  
Section Number(s):  001  
Clinical Sections:  010 – 017 (ALL)  
Spring 2016  

Course Instructors:  
Mrs. Sheree Barrios, MSN, RN, WHNP  
Mrs. Angel Brewer, MSN, RN  
Dr. Angela Jones, DNP, RN  
Mrs. Michelle Klein, MSN, RN  
Mrs. Veronica S. Sjolander, MSN, RN, SANE-A, SANE-P  

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
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Please call in advance as times may vary due to committee obligations.

Class meeting time and place:  
Lecture: Tuesday 1200-1500  
Testing: Friday  
Clinical: Wednesday, Thursday, and Fridays TBA  
Location: Refer to Course Calendar

Required Textbooks and References:  
[WE ENCOURAGE YOU TO BUY THE FOLLOWING RESOURCES AS A PACKAGE at one of the local bookstores. This will ensure that you have what is required, and that you are able to buy them at a discount price.]

HESI RN Patient Reviews; Publisher: Elsevier (available at local bookstores)
Adaptive Quizzing: Yoost Fundamentals; Publisher: Elsevier (available at local bookstores)

Clinical Skills Videos: Skills for Nursing Complete RN Collection; Publisher: Elsevier (available at local bookstores)


DIGITAL BOOKS ARE RESTRICTED IN SOME CLINICAL SETTINGS. If you are in a setting that does not allow access to digital content, you are still responsible for the reference/textbook material required.

Lab Supplies required and coordinated with NUR307 Health Assessment.

Optional Textbooks:
NCLEX Review Book / HESI Review Book (various publishers available)

Course Description
Six semester hours, three hours didactic and nine hours clinical practicum. Acquisition and application of nursing theory, research and practice to adult clients experiencing health care needs.

Unabridged Course Description
This course utilizes a prerequisite knowledge base from core curriculum and concurrent nursing courses to provide students with an opportunity for acquisition and application of theory, research, practice and the beginnings of critical thinking in nursing practice. In an introduction to nursing care of adults, students will learn to communicate and interact with clients and with members of the interdisciplinary healthcare team (IDHCT). Students will learn to utilize the nursing process when providing holistic care to clients of diverse spiritual, ethno-cultural, and socio-economic backgrounds.

Number of Credit Hours
6 credit hours (3 lecture/9 clinical practicum)

Course Prerequisites and Co-requisites
Prerequisites: NUR 304, Admission to Nursing Program
Co-requisites: NUR 305, NUR 307, NUR 308

Program Learning Outcomes
Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within an established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

**General Education Core Curriculum Objectives/Outcomes**

None

**Student Learning Outcomes**

1. Connect concepts and principles of the arts, sciences, humanities, and nursing as a source for making practice decisions with adult clients.
2. Develop professional, legal, and ethical behavioral standards to guide activities in caring for adult clients.
3. Demonstrate beginning proficiency in activities related to elements of professional nursing roles: provider of care, member of profession, and coordinator of care.
5. Distinguish the pathophysiologic and psychosocial processes associated with health problems/strengths, incorporating the nursing process as a template to formulate holistic individualized plans of care.
6. Demonstrate prioritization of nursing problems and activities to meet specific health needs.
7. Demonstrate beginning nursing skills to provide safe, holistic care to clients with a focus on maintenance, illness care, and maximum restoration of potential.
8. Examine research for applicability of findings to nursing care of adult clients.
9. Demonstrate responsibility and accountability using consistent behavior patterns, and professional communication.
10. Interact with interdisciplinary healthcare team members to provide advocacy and referral sources to adult clients of varying socio-economic, spiritual, and ethno-cultural characteristics.

**Differentiated Essential Competencies (DEC’s)**

The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the *Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs)*. The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information [http://www.bon.texas.gov/about/pdfs/delc-2010.pdf](http://www.bon.texas.gov/about/pdfs/delc-2010.pdf)

Please review the School of Nursing Policies located on the SFASU Nursing website. You are required to consent to, and abide by, the policies of SFASU and of the DeWitt School of Nursing while a student in this nursing program. [http://www.sfasu.edu/nursing/115.asp](http://www.sfasu.edu/nursing/115.asp)
Computer capability to use the D2L system is required. For assistance with technical issues, and D2L proficiency, please contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu and https://d2l.sfasu.edu/ where you will find instructions and video tutorials. You are responsible for being able to utilize D2L.

Clinical Experience:
PURPOSE: The purpose of the N306 practicum is to provide a clinical practicum experience in which the student can utilize the nursing process as a framework for practice and use knowledge from many sources to translate theory and facts into action in the care of the adult client. Refer to the end of the syllabus for additional clinical information.

Clinical Requirements Clinical Hours: Total of 126 hours of clinical practicum per semester.

Course and Clinical Requirements:
1. Clinical Practicum Concept Maps
2. Clinical Documentation Packets
3. Lab Documentation Packets
4. Skill Videos Quizzes
5. Evolve Patient Reviews by Elsevier
6. Reflective Journals
7. Medication Lists
8. Elsevier Adaptive Quizzing (EAQ) – for NCLEX Review Questions
9. Class/Simulation Assignments
10. Evaluations

INCOMPLETE OR LATE ASSIGNMENTS WILL NOT BE GRADED, and will result in a loss of ALL POINTS for that week’s assignments (including the concept map) that are due.

KNOW when and where to turn in your clinical assignments. FAILURE TO SUBMIT your required course LIVE clinical ASSIGNMENT(S) on Monday, or your LAB clinical ASSIGNMENT(S) at the end of your lab time on your lab day, will result in an F-DAY.

ANY INFRACTION WILL RESULT IN A LOSS OF ALL POINTS FOR THAT WEEK. ANY FUTURE INFRACTIONS, WHICH INDICATES A LACK OF ACCOUNTABILITY AND/OR RESPONSIBILITY, MAY ALSO EARN CLINICAL F-DAYS.

Please consult your syllabus unit content and the class calendar to determine when assignments are due. Check D2L a minimum of once a day. Utilize media resources and terms listed on the title page of each assigned chapter.
The concept map and LIVE clinical documentation packet must be typed, and all components must be consistently in 10 font but no larger than 14 font. You will not receive credit if the font is smaller than 10. (Handwritten then scanned documents are not accepted)

CLINICAL FOLDERS: You will receive a manila paper clinical folder. This must be submitted on Monday mornings with the required documents. (Refer to course calendar for your due dates) They are to be in your clinical instructor’s box by the front door of the nursing administration building, by 0800 – prior to Health Assessment lecture. Failure to submit this folder will result in a loss of weekly points and additional penalties (including loss of concept map points). Repeat infractions result in F-Days.

Requirements:

1. Concept Maps (as assigned): Due in your current clinical instructor's box on the following Monday after the clinical in which it was assigned, by 0800.

2. Clinical Documentation Packets: Completed documentation must be completed for each week of clinical in the outpatient clinical setting. All assigned components of the packet must be completed. Due in your current clinical instructor's box on the following Monday after clinical by 0800.

3. Learning Lab Documentation: Will be provided to students in the lab during their assigned clinical time slot. These are completed during the lab, and they are due at the end of the lab. Submit the packet to your lab clinical instructor. No documentation packets are to leave the lab. Handwriting must be legible, or it will not be accepted.

4. Skills Video Quizes: Complete the assigned skills videos for each lab. A minimum quiz score of 75% for each skill is required. The best score attempt is recorded in the Evolve system. Failure to complete all of the assigned videos prior to the corresponding lab experience will result in the loss of weekly points. Each repeat infraction will result in an F-Day and loss of weekly points.

5. Patient Review Sets: Prior to each of the five course exams, students must complete the assigned Patient Review Sets over that content. Students must achieve 100% for each patient review. You will have unlimited attempts to master the content. These are a requirement for successful completion of clinical hours. Students are encouraged to explore the answers and rationales provided to facilitate their learning experience. Print the score sheet upon successfully achieving 100%. The score sheets are turned in immediately prior to exams. Refer to course calendar.

6. Reflective Journals: (see grading rubric in D2L) Nine reflective and substantive entries are required - one for each week of clinical, the clinical learning lab rotations with Mrs. Klein, and Simulation experiences. Electronic submissions via D2L (Dropbox) are due by Sunday at MN (2400) for that week of clinical and simulation. Late submissions are not accepted. Please be aware that D2L experiences down-time on weekends, so do not procrastinate or you will not be able to submit in a timely manner.

7. Assigned Medication Lists A & B: (For your assigned Klein Learning Lab #1 and #2.) You are expected to prepare and then bring the assigned medication list to the lab. The list must be typed and complete. No smaller than 10 font will be accepted.

8. Elsevier Adaptive Quizzing (EAQ) – for NCLEX Review Questions: Prior to each of the five course exams, students must complete questions from EAQ. You must obtain the assigned mastery level 2, AND complete a Minimum of 50 questions per assignment. The instructors will obtain your
completion directly from the Evolve/Elsevier website. No papers will be turned in or submitted to D2L. If the required components are achieved the student will receive the weekly assignment points in the clinical folder. If not, no credit will be given.

9. Class/Simulation Assignments: Assigned as designated by instructors.

10. Course Evaluations: Online evaluations completed after all simulations and at the end of the semester as per policy of the School of Nursing.

Course Calendar
See course calendar located at end of syllabus.

Grading Policy
Evaluation is based on achievement of the course and clinical/practicum objectives.

It is necessary to obtain a WEIGHTED MEAN TEST SCORE OF 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure.

Clinical will be graded as a Pass/Fail.
You must pass both the class and clinical in order to pass Nursing 306. (Nursing Policy No. 25: Retention and Progression - located on the SFASU SON website under Student Policies)
http://www.sfasu.edu/nursing/documents/Policy_No__25_-_Retention_and_Progression.pdf

<table>
<thead>
<tr>
<th>Exams</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<td>Exam 5</td>
<td>100</td>
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<tr>
<td>Medication /Calculation Exam *</td>
<td>25</td>
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<tr>
<td>HESI Exam -Conversion Score</td>
<td>150</td>
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<tr>
<td><strong>Total Exam points</strong></td>
<td><strong>675</strong></td>
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(Must have an exam average of 75 which is a **minimum of 503 pts. from exams**)
(The HESI Exam Conversion Score is rounded to the nearest whole number using the tenths place, and then weighted by 1.5)

| Syllabus/Calendar Quiz                     | 20     |
| Concept Map Assignment                     | 25     |
| Clinical Concept Maps (2 @ 50 pts each)    | 100    |
| Weekly Course/Clinical Assignments (11 @ 6 pts each) | 66 |
| Reflective Journals (9 dropbox entries @ 1 pt each) | 9 |
| Evaluations                                | 5      |
| **Total assignment/requirement points**    | **225**|

Total Course Points 900
Students must achieve 100% on the NUR 306 Medication/Calculation Exam in order to attend clinical.

There will be three attempts offered, and these will be prior to beginning offsite clinical. The first attempt is recorded as your grade. Students will not be able to attend clinical after the third unsuccessful attempt. No additional testing is offered, and F Days will accrue. Three F Days will result in clinical failure, and thus failure of NUR306.

Course Grades: (upon achieving a weighted exam average of 75)

A = 806 - 900 points
B = 716 - 805 points
C = 671 - 715 points
F = less than 671 points; or a weighted exam average less than 75

Exams:
Attendance for exams is mandatory. If an excused absence is required, the student is responsible for notifying his/her clinical instructor by telephone at least one hour prior to the exam with an acceptable reason. The student must contact the instructor within 2 business days following the missed exam in order to make appropriate arrangements for make-up. Make-up exams will be given at the discretion of the instructor (refer to SON Policy 20). Faculty reserve the right to substitute an alternate exam format for make-up exams. Unexcused absences from exams will not be made up.

http://www.fp.sfasu.edu/nursing/studentpolicies.htm

Exams 1-5 are composed of 50 questions (multiple formats) and a possible 5 pilot questions over specified material. All tests will be computerized. If computerized testing is not feasible, a paper and pencil test may be substituted. Students will have 88 minutes to complete each exam. (1.8 minutes per question on exams 1-5). Students will be able to review any incorrect questions and rationales at the time of the test only. Students are encouraged to view rationales prior to leaving the exam room as this is the ONLY time rationales may be reviewed. Viewing rationales for missed questions is an excellent way to begin material remediation.

The HESI final will not be available for review.

***Testing Expectations****

Testing is never a joint effort in this course. Students may only have earplugs and a pen/pencil. One piece of paper may be supplied by instructors only.

NO hats, NO caps, NO hoodies, NO drinks or food, NO calculators, NO sunglasses, NO IPODs, NO watches, NO note cards with information on content are allowed. Backpacks and keys will be placed in designated area in testing room; cell phones will be turned off and left at the front of the room.

Please visit the restroom before the test. Students who arrive late will ONLY be allowed to take the exam if no other student has left the testing room, and they will complete the test without time extension within the allotted testing period.

Testing will begin promptly. All students must remain in the testing center during the scheduled testing time until dismissed by the instructors. Failure to remain in the testing center until dismissed by the instructors will result in a zero for the test.

Attendance Policy
Refer to SON Policies.
Each student will sign in on the course roster at the beginning of class.

**Late to Class**
The doors to the classroom will be secured at the beginning of class. Please tend to your personal needs prior to class, or during lecture breaks. If you are late to class, you may wait in the hallway and only enter the room during lecture breaks given by the instructor. Do not attempt to have a student open the door from the inside; this is disruptive to the class and you will not be allowed to enter the classroom.

**CELL PHONES (READ THIS TWICE, PLEASE).**
NO cell phones are permitted to be out, and/or in sight, in this class. This class requires engagement, and cell phones serve to detract from that engagement. Additionally, phones should not only be put away, but on “silent” (NOTE: vibrate is NOT silent). If your phone is out and/or your phone vibrates or rings, silence it immediately and quietly leave the class session. You may not return to the class until the next break. Failure to adhere to this will result in more stringent disciplinary action.

**ELECTRONICS.**
No computers, notebooks, electronic tablets or e-readers are allowed in class.

Pertinent questions are welcome before, during, and after class as well as via D2L email. If one student has a question, others probably have the same question but haven’t asked. Whispering (buzzing) among students during class presentations is not acceptable. This is distracting to the faculty and your classmates. If your behavior becomes disruptive, you will be asked to cease that behavior once, and then you will be asked to leave the classroom for the rest of that class day.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct Code, policy D-34.1 [http://www.sfasu.edu/policies/student_conduct_code.asp](http://www.sfasu.edu/policies/student_conduct_code.asp)).

Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, lab, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Voice Recording Policy**
Lectures may be voice recorded only with the consent of the lecturing faculty prior to the start of that class lecture. No recording will be allowed at clinical sites or in post conference due to HIPAA policies and School of Nursing Policy 27 [http://www FP.sfasu.edu/nursing/studentpolicies.htm](http://www FP.sfasu.edu/nursing/studentpolicies.htm)

**Student Academic Dishonesty**
[http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)
The Academic Integrity University policy outlines cheating, plagiarism, and student discipline. The policy summaries do not specifically address assignments in detail so N306 expectations are listed here.

Class work and assignments must be of your own effort. We understand discussions about approaches to a problem have educational value and are acceptable among peers. We are not discouraging group discussions however the following applies:

Acceptable:
- Clarifying what an assignment is requiring.
- Helping someone find information for clinical documents such as medication cards. This does not include turning in another’s work as your own.

Unacceptable:
- Turning in any portion of someone's work without crediting the author of that work, if the source of that work is not the course text.
- Writing for or with another student any course assignment and/or case study.
- Receiving from another person any course assignment, quiz content, and/or case study.
- Helping another person complete any course assignment, quiz, and/or case study.
- Logging into computer programs and/or signing for another student on computer or the roster.
- Sharing passwords to tests, quizzes or content.

In accordance with University policy, we will submit cases of suspected cheating and plagiarism to the BSN Coordinator and/or Director of the School of Nursing or the designee.

Student Academic Dishonesty – University Policy
http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Last Revision: July 29, 2014

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Procedure for Addressing Student Academic Dishonesty
A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:
☐ The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
☐ After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
☐ After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
☐ For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Cross Reference: Student Handbook; Academic Appeals by Students (6.3); and Course Add/Drop (6.10)

Withheld Grades (Semester Grades Policy A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. It is the student’s responsibility to contact the Office of Disability Services. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Content Objectives:

Unit 1: Health and Wellness, and Development
Prerequisite Knowledge:
Compare and contrast major theories related to cognitive and psychosocial development.
Analyze personal definition of health, illness, and health behaviors.

Objectives:
Define key terms: Health, Health Behaviors, Health Promotion, Illness, Acute vs Chronic Illness, Illness Behaviors, Illness Prevention, Risk Behaviors
Compare and contrast theoretical models of health and wellness that provide the basis for nursing practice.
Identify variables influencing health beliefs and practices.
Identify factors that disrupt health
Describe and apply the five stages of illness behavior
Explain the Three levels of preventive care and nursing interventions associated with each level.
Examine two general public health goals for Americans in Healthy People 2020
Identify and describe physiologic, cognitive, emotional, and social changes that affect the young adult, middle age adult, and older adult
Describe health risks and concerns for the young adult, middle age adult, and older adult
Plan nursing interventions related to physiological, cognitive, and psychosocial changes of aging

Required Activities:

Unit 2: Asepsis and Infection Control / Hygiene and Personal Care
Prerequisite knowledge for asepsis: Microbiology course.
Objectives for asepsis:
Describe the chain of infection.
Identify the body’s defenses against infection.
Interpret the nurse’s role in recognizing, preventing, and helping to contain the spread of a biological epidemic
Demonstrate the use of standard precautions to prevent transmission of infection through blood and body fluids.
Identify risks associated with hospital acquired infections.
Compare and contrast medical and surgical asepsis.
Integrate the nursing process in clients with infections with regard to assessment, planning care, nursing interventions, and evaluation.
Apply standard precautions and CDC Isolation Precautions in care of clients.
Objectives for hygiene:
Differentiate factors influencing personal hygiene.
Integrate the nursing process in common problems related to hygiene care with regard to assessment, planning care, nursing interventions, and evaluation.
Identify the various types of baths comparing and contrasting the associated components.
Identify nursing interventions associated with hygiene care.
Identify patient safety and comfort measures associated with bed-making procedures.
Required Activities for Asepsis:

Required Activities for Hygiene:

Refer to Asepsis Lab Practicum for Skills Videos

Unit 3: Introduction to Diagnostic Testing / Fluid & Electrolytes

Objectives:
Identify common blood tests, their purposes, and their normal values
Analyze the function, distribution, movement, and regulation of fluids and electrolytes in the body.
Critique the regulation of acid-base balance in the body, including the roles of buffers, the lungs, and the kidneys.
Examine factors affecting normal body fluid, electrolyte, and acid-base balance.
Compare and contrast the risk factors for, and the causes and effects of, fluid, electrolyte, and acid-base imbalances.
Collect assessment data related to the client's fluid, electrolyte, and acid-base balances.
Evaluate examples of nursing diagnoses, outcomes, and interventions for clients with altered fluid, electrolyte, or acid-base balance.
Appraise measures of client education to maintain fluid and electrolyte balance.
Investigate measures to correct imbalances of fluids and electrolytes or acids and bases such as enteral or parenteral replacements and blood transfusions.
Evaluate the effect of nursing and collaborative interventions on the client's fluid, electrolyte, or acid-base balance.
Calculate IV flow rates.

Required Activities:
Chapter 39 (Except pages 1007-1008 on Arterial Blood Gases)
Chapter 34 (pages 769-777)

Unit 4: Medication Administration

Objectives:
Appraise legal aspects of administering medications.
Evaluate physiologic factors and individual variables affecting medication action.
Demonstrate various routes of medication administration.
Identify essential parts of a medication order.
Use abbreviations commonly used in medication orders.
Utilize the "rights" to accurate medication administration.
Critique physiologic changes in older adults that alter medication administration and effectiveness.
Inventory equipment required for parenteral medications.
Apply systems of measurement used in the administration of medications.
Distinguish sites used for subcutaneous, intramuscular, and intradermal injections.
Implement safety strategies into medication administration clinical practice.
Identify hazards for health care workers and clients in medication administration.

**Required Activities:**

Refer to Medication Administration Lab Practicum for Skills Videos
Joint Commission Material and ISMP Material – Download from D2L Clinical Folder

**Unit 5: Nursing Process and Concept Maps**

**Objectives:**
Identify the essential components of the nursing process.
Differentiate between the relationships of the nursing process, critical thinking, problem-solving, and the decision-making processes.
Integrate the nursing process in caring for patients and in the development of concept maps.
Demonstrate accurate use of the nursing process.
Identify the components of a nursing diagnosis and distinguish differences of nursing, medical, and collaborative diagnoses.
Assemble the components of a concept map.
Differentiate between the various types and organization of data.
Demonstrate accurate use and understanding a concept map integrating the nursing process.

**Required Activities:**
Yoost, B. L., & Crawford, L. R. (2016). *Fundamentals of Nursing: Active Learning for Collaborative Practice.* St. Louis: Elsevier. **Chapters 5, 6, 7, 8, and 9**


Assignment: Concept Map Assignment will be assigned in class.
**Bring the Ladwig and Ackley: Mosby’s Guide to Nursing Diagnosis with you to class.**

**Unit 6: Urinary and Bowel Elimination (GI/GU)**

**Prerequisite Knowledge:**
1. Describe the structure and function of the kidneys and urinary tract.
2. Describe the process of urination, from urine formation through micturation.
3. Describe the process of glomerular and tubular filtration and excretion.
4. Describe the structure and function of the gastrointestinal system.
5. Describe the physiological aspects of normal defecation.

**Objectives for Bowel Elimination Lecture:**
Identify common alterations in bowel elimination.
Integrate components of a comprehensive assessment of the patient to identify issues with bowel elimination, including current elimination pattern.
Distinguish normal from abnormal characteristics of feces.
Investigate factors that influence fecal elimination and patterns of defecation.
Prioritize essentials of fecal stoma care for the patient with an ostomy.
Identify nursing diagnoses related to bowel elimination.
Outline goals for the patient experiencing alterations in bowel elimination.
Implement interventions to maintain normal bowel elimination.

**Objectives for Urinary Elimination Lecture:**
Prioritize the care of clients with retention catheters or urinary diversions.
Evaluate results of laboratory and diagnostic tests in relation to elimination problems.
Distinguish common causes and effects of select elimination problems.
Determine measures that maintain normal elimination.
Utilize critical thinking in the provision of care to clients with alterations in bladder elimination.
Create collaborative patient centered care plans to educate patient and family experiencing alterations in urinary elimination.
Interpret laboratory and diagnostic studies in relation to elimination problems
Describe characteristics of normal and abnormal urine.
Utilize nursing diagnoses related to urinary elimination.
Identify interventions implemented to address altered elimination concerns, evaluation of effectiveness, and patient teaching.

**Required Activities:**

Chap 34:  pg 776 kidney function tests
pg 779 urinalysis, culture & sensitivity, stool analysis
pg 783-84 endoscopy and TABLE 34-10
pg 790-91 urine-stool collection
pg 798-803 urine specimen collection SKILL 34-2
pg 804-807 stool specimen collection SKILL 34-3

Refer to *Urinary and Bowel Elimination Lab Practicum* for Skills Videos

**Unit 7: Safety / Activity, Immobility and Safe Movement**

**Objectives:**
Identify factors influencing body alignment and activity.
Assess activity-exercise pattern, alignment, and mobility capabilities and limitations associated with patient care.
Use proper body mechanics when positioning, moving, lifting, and ambulating patients.
Develop nursing diagnoses for activity, exercise, and mobility problems.
Identify and evaluate nursing interventions associated with activity-exercise patterns, alignment, and mobility capabilities and limitations.
Compare and contrast examples of diseases that may impact the client’s ability to remain mobile.
Identify measures to prevent falls.
Evaluate the use and legal implication of restraints in patient care.

**Required Activities:**

Refer to *Clinical on Campus Lab Practicum* for Skills Videos that support this content.

**Unit 8: Skin Integrity and Wound Care**

**Objectives:**
Discuss factors that affect skin integrity.
Review the factors that alter the skin’s structure and function.
Discuss the components of a focused skin and wound assessment, including the use of risk assessment tools.
Identify actual and potential nursing diagnoses for the patient with skin integrity issues.
Develop long term and short term goals for the patient with actual or potential skin integrity nursing diagnoses.
Compare and contrast nursing interventions to prevent and treat impaired skin integrity.
Describe the relationship between pressure and the six classifications of pressure ulcers.
Describe how to properly measure a wound.
Identify the steps to complete a wound culture.
Review basic wound dressings and appropriate use of each.

**Required Activities:**
Chap 34 - pg 791 wound drainage collection

Refer to *Learning Lab #1 Practicum* for Skills Videos that support this content.

**Unit 9A & 9B: Oxygenation and Tissue Perfusion (Respiratory and Cardiac) / ABG Interpretation**

**Prerequisite:** Review the anatomy and physiology of the heart and lungs.

**Objectives:**
Analyze assessment data pertinent to clients with actual or potential respiratory problems.
Compare and contrast the most common respiratory conditions of the adult client
Differentiate the physiological processes of common respiratory conditions.
Differentiate between the different oxygen delivery methods.
Identify patient safety measures in administering oxygen.
Examine adventitious respiratory sounds, which clients may present.
Apply the nursing process to promote a client’s respiratory condition.
Differentiate independent, dependent, and collaborative nursing interventions relative to clients with actual or potential respiratory nursing diagnoses.
Interpret lab values in relation in breathing, oxygenation and gas exchange – including basic ABG’s.
Analyze assessment data pertinent to clients with actual or potential cardiovascular problems.
Compare and contrast the most common cardiac conditions of the adult client
Differentiate the physiological processes of common cardiac conditions.
Examine cardiac sounds with which clients may present.
Apply the nursing process to promote a client’s cardiac condition.
Interpret lab values related to circulation and perfusion.
Differentiate independent, dependent, and collaborative nursing interventions relative to clients with actual or potential cardiovascular nursing diagnoses.

**Required Activities:**
Chapter 38
Chapter 34 (through page 779 to include Cardiac Markers)
Chapter Chapter 39 (Pages 1007-1008 on Arterial Blood Gases)
Unit 10: Cognitive and Sensory Alterations / Sleep

Prerequisite Knowledge:
1. Describe the structure and function for normal hearing and vision.
2. Describe common sensory deficits.
2. Describe the physiological aspects of sleep.

Objectives for Sensory lecture:
Examine the relationship of sensory function to an individual’s level of wellness.
Compare and contrast common sensory changes that normally occur across the life span.
Select the assessment procedures used in determining a client’s sensory and cognitive status.
Evaluate ways to maintain a safe environment for clients with sensory deficits
Apply the nursing process to care of the sensory/perceptual altered patient
Plan nursing interventions related to cognitive and sensory alterations

Objectives for Sleep lecture:
Compare and contrast the sleep requirements of different age-groups.
Formulate a sleep history for a client and identify factors that disrupt/promote sleep.
Compare characteristics of common sleep disorders.
Analyze and discuss 3 types of sleep apnea.
Plan nursing interventions related to sleep and rest

Required Activities:
Clinical Skills Videos: Skills for Nursing Complete RN Collection: (review for testing concepts)
   Assessing Pain
   Managing Pain
   Assessing neurologic System: Motor and Sensory Functions
   Promoting Family Support and Participation

Unit 11: Documentation, Electronic Health Records, and Reporting / Health Literacy and Patient Education / Nursing Informatics

Objectives for Documentation, Electronic Health Records, & Reporting:
Discuss the functions of the medical record, including the electronic health record.
Define privacy and confidentiality as they relate to information in a medical record.
List the important attributes of nursing documentation in the medical record.
Identify the standards for effective documentation by nurses.
Describe standardized formats for use in reporting information to other healthcare providers: hand-off reports, shift change reports, bedside reporting, SBARR.
Explain the process of accepting verbal and telephone orders from providers.
Discuss the proper use of occurrence (incident) reports.

Objectives for Health Literacy & Patient Education:
Discuss the role of health literacy in nursing and patient education.
Identify the types of patient education and the settings in which patient education occurs.
Differentiate among the three domains of learning.
Describe factors affecting health literacy and patient education.
Develop strategies for motivating and enhancing learning.
Integrate teaching into the nursing process.
Document teaching completed, methods used, and patient responses to the learning process.

**Objectives for Nursing Informatics:**
- Define nursing informatics.
- Summarize the benefits and potential ethical issues related to informatics.
- Discuss the use of technology in nursing practice and evidence based practice.
- Explain the components of informatics and how they are used to manage care to patients in healthcare systems.
- Describe current and future technologies used by nurses.

**Required Activities:**

**Unit 12: Nutrition**
**Prerequisite knowledge:** Review from nutrition class
- Identify food groups and foods included in each for recommended nutrition for health (MyPlate).
- Identify fat-soluble vitamins and food containing each.
- Identify water-soluble vitamins and food containing each.
- Identify three major nutrients of man’s diet, i.e. fats, carbohydrates, and protein and food containing each.
- Identify significance of saturated fats, unsaturated fats, and polyunsaturated fats.

**Objectives:**
- Define selected terms related to food intake and usage: anabolism, catabolism, dysphagia, gluconeogenesis, glycogenesis, glycogenolysis, malabsorption, nitrogen balance, enteral nutrition, ideal body weight (IBW), basal metabolic rate (BMR), and body mass index (BMI).
- Differentiate importance of balance between energy intake and energy expenditure.
- Examine factors affecting and nutrition recommendations for adolescent nutritional health.
- Examine factors affecting and nutrition recommendations for the nutritional health of the elderly.
- Distinguish nutritional problems, assessment factors, and nutritional therapy related to health issues and health promotion in individual clients.
- Demonstrate knowledge of laboratory values related to nutritional assessment.

**Required Activities:**

**Unit 13: Pain Management / Perioperative Nursing Care**

**Objectives for Pain Management:**
- Describe the role of the nurse in pain management.
- Explain pain physiology and perception.
- Classify pain according to origin, cause, duration and quality.
- Explain why pain should be considered the 5th vital sign.
- Formulate nursing diagnoses and goals related to pain.
- Determine pain management strategies that include implementation and evaluation of pharmacologic and non-pharmacologic interventions for pain relief.
Evaluate pain level using pain scales and relevant assessment data, including the use of appropriate pain scales.

**Objectives for Perioperative Nursing Care:**
- Differentiate between the phases of the perioperative period.
- Classify various types of surgeries.
- Discuss safety during the perioperative period, including performing a *time out* prior to surgical incision or an invasive procedure.
- Describe alterations that can occur during the perioperative period.
- Identify essential perioperative assessment data for each phase.
- Identify nursing diagnoses, goals, and interventions for surgical patients.
- Evaluate the effectiveness of perioperative nursing interventions.
- Communicate effectively, respectfully, and compassionately with surgical patients and their families in the perioperative setting.

**Required Activities:**

**Unit 14: Stress & Coping / Human Sexuality**

**Objectives:**
- Analyze physiological, psychological, and cognitive indicators of stress.
- Describe psychological and physiologic responses of the nervous, endocrine, and immune systems to stress.
- Describe the effects of stress on health.
- Develop patient centered care plans with interventions designed to address experienced stress.
- Illustrate how stress in the workplace can affect the nurse.
- Differentiate among sex, sexuality and gender identity
- Examine personal attitudes, beliefs, and biases related to sexuality.
- Analyze the nurse’s role in maintaining or enhancing a client’s sexual health.
- Evaluate potential causes of sexual dysfunction.
- Develop a plan of care for clients with alterations in sexuality.

**Required Activities:**
Reflection Handout– Download from D2L

**Unit 15: Ethnicity and Cultural Assessment / Alternative Therapies / Psychosocial Health and Illness**

**Objectives for Cultural and Ethnicity Lecture:**
- Discuss concepts pertaining to cultural diversity in nursing.
- Define and give examples of cultural universals and culture specifics.
- Recognize one’s own attitudes, values, and expectations and discuss relationship to provision of culturally competent care.

**Objectives for Alternative Therapies:**
- Determine the concepts of holism and the goal of holistic nursing.
Compare and contrast allopathic, integrative, complementary and alternative therapies. Assess a client’s use of herbal medication and investigate current evidence based practice interventions related to herbal remedies, CAM and patient safety.

**Objectives for Psychosocial:**
Analyze factors that influence the following components of self-concept: identity, body, image, and self-esteem.
Predict stressors that affect self-concept and self-esteem.
Examine the components of self-concept as related to psychosocial and cognitive development stages including the elderly.
Propose ways in which the nurse’s self-concept and nursing actions can affect the client’s self-concept and self-esteem.
Apply the nursing process to promote a client’s self-concept.

**Required Activities:**
Chapter 18 (pages 273-277)
Chapter 21
Chapter 35 (pages 817-818 on Alternative Therapies)
Reflection Handout and Herb Handout – Download from D2L

**Unit 16: Spiritual Health / Death and Loss**

**Objectives:**
Analyze types and sources of losses.
Identify the nurse’s role in assisting clients with problems related to loss, death, and grief.
Identify appropriate coping strategies for effects of death and loss on nurses
Compare and contrast the phases of grieving from Kubler-Ross, Bowlby, and Worden.
Summarize the types of grief.
Differentiate reasons for the need for improved end-of-life care for clients.
Examine the essential aspects of the Patient’s Self-Determination Act.
Analyze principles of palliative care.
Select ways nurses can help with spiritual practices that influence clients’ health status.
Compare and contrast the concepts of religion and spirituality.
Assess a client’s spirituality.
Describe collaborative efforts to ensure the spiritual care of the patient or family

**Required Activities:**
Clinical Skills Videos: Skills for Nursing Complete RN Collection: (**review for testing concepts**)
Assessing Pain
Managing Pain
Promoting Family Support and Participation
Basic Nursing Care of Adult Clients
Clinical Syllabus

Clinical Sites:
Nacogdoches Memorial Health
CHI St. Lukes Memorial Health (Lufkin)
Woodland Heights Medical Center (Lufkin)
SFASU DeWitt School of Nursing Simulation Center

See calendar for times and location.

Hospital Orientations:
All students are required to complete the online orientations for their clinical site. (Nacogdoches Memorial, Woodland Heights, and CHI St. Lukes.) The Completion forms must be signed and turned as per the course calendar. Some facilities also require an on-site orientation.

Text and Materials:
Same as for the class.

Clinical Experience:
PURPOSE: The purpose of the Clinical Practicum is to provide the senior nursing student a 126 hour clinical practicum in order to utilize the nursing process as a framework for practice with clients requiring basic nursing care.

Clinical Learning Outcomes:
By conclusion of the semester, the student will be able to:
Utilize the nursing process to develop an individualized, prioritized nursing care plan and concept map.
Integrate knowledge from prerequisite and co-requisite courses to enhance his/her understanding of client problems.
Demonstrate proficiency in basic nursing skills.
Demonstrate the ability to document evidence of utilization of the nursing process in clinical documentation.
Demonstrate the ability to interact appropriately and professionally with clients and members of the health care team.
Demonstrate medication administration competency in oral and injection routes with the exception of intravenous medications.
Provide safe care according to the Nurse Practice Act and SFASU School of Nursing policies and procedures.

Clinical Expectations:
Uniforms, name tags, and wrist watches (able to count seconds) must be worn for all labs and clinicals.
Students are responsible for bringing their equipment to labs/clinicals.
All Clinical Practicum hours (including clinical on campus, learning labs, lab practicums, and simulations) are considered clinical time and are subject to the same absence policies as hospital clinicals. *Failure to call your clinical instructor prior to the start of the clinical activity is considered failure to call/failure to show and an “f” day will be received.*

**The clinical instructor (or a nurse directly designated by the instructor) must accompany the student during all medication administration or procedures. Students may never administer a medication without a licensed nurse present.**

**To receive a passing clinical grade, the nursing student must:**
Successfully complete clinical competencies, weekly clinical and assignments, and laboratory assignments.
Demonstrate medication administration competency.
Complete clinical skills (if not completed in a clinical setting) with successful performance of each of the following:
Medication administration.
Position a client in bed and transfer a client with a mobility issues out of bed.
Perform a sterile or clean dressing change.
Insert a urinary catheter.
Perform a Head to Toe bedside assessment.
Display behaviors in accordance with the policies and procedures listed in the School of Nursing Student Handbook and clinical facilities.
Show evidence of adequate preparation for each clinical experience which includes necessary equipment for patient care and assessment.
Perform safe patient care at all times.
Abide by Dress Code Policy #18 during attendance of all clinical/labs.

**Failure to pass clinical evaluations will constitute failure of the clinical/practicum.**

**Grading Policy:**
Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass Nursing 306. (See Policy #25: Retention and Progression)
[http://www.sfasu.edu/nursing/documents/Policy_No__25__-__Retention_and_Progression.pdf](http://www.sfasu.edu/nursing/documents/Policy_No__25__-__Retention_and_Progression.pdf)

**Evaluation of Nursing 306 Practicum:** The purpose of the clinical evaluation process is to demonstrate successful completion of the clinical practicum objectives.

**Evaluation Process:** Evaluations are completed for continued knowledge and skill proficiency, and signify an overall completion of clinical objectives. Weekly formative and end of semester summative evaluations are utilized.

**Students may not receive more than 2 clinical "F" days and receive a passing grade in the course.**

**Clinical Evaluation Tools:** refer to N306 D2L Clinical Folder for forms
Skills Competencies
Concept Maps
Clinical Documentation Packet
Simulation Assignment(s)
Medication Lists
Clinical/Practicum Attendance Policy:

Attendance is mandatory for all clinical hours. The student has the responsibility to be present and punctual.

If a student will be absent, the student must notify the agency and the instructor at least one hour prior to the scheduled clinical time. To be an excused absence, the student must be excused directly by the clinical/lab instructor. If so directed by the instructor, the student must bring a written excuse from the health provider.

Unexcused absences will result in a Clinical “F” Day. Unexcused absences are defined as any absence that is not cleared with the instructor prior to the clinical experience, or any absence not directly related to illness of self or death of immediate family member or significant other.

Absence from the clinical/lab area exceeding 10% will result in a clinical failure regardless of the reasons. See School of Nursing (SON) Policy #21 http://www.sfasu.edu/nursing/documents/Policy_No__21_-_Clinical_Absences.pdf

Make up time for missed clinical experiences will be arranged at the discretion of the instructor. If the student will be tardy, he/she must telephone the agency and the instructor and leave a contact number for the student to be reached.

Clinical Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asepsis Lab Practicum</td>
<td>1.8</td>
</tr>
<tr>
<td>Medication Administration Lab Practicum</td>
<td>6</td>
</tr>
<tr>
<td>Urinary and Bowel Elimination Practicum</td>
<td>3.6</td>
</tr>
<tr>
<td>Nursing Process</td>
<td>5.4</td>
</tr>
<tr>
<td>Safety and Mobility</td>
<td>2.4</td>
</tr>
<tr>
<td>Clinical on Campus – Simulation #1</td>
<td>8.4</td>
</tr>
<tr>
<td>Learning Lab #1</td>
<td>7.8</td>
</tr>
<tr>
<td>Learning Lab #2</td>
<td>7.8</td>
</tr>
<tr>
<td>Simulation #2 (with N307 HA)</td>
<td>---</td>
</tr>
<tr>
<td>Simulation #3</td>
<td>1.8</td>
</tr>
<tr>
<td>Hospital Experiences/Clinical</td>
<td>66</td>
</tr>
<tr>
<td>Medication and Clinical Evaluation</td>
<td>0.6</td>
</tr>
<tr>
<td>Concept Maps</td>
<td>8</td>
</tr>
<tr>
<td>Required Nursing Skills Videos</td>
<td>3.4</td>
</tr>
<tr>
<td>Medication Lists</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>

Asepsis Lab Practicum

(Handwashing and Sterile Gloving)

Learning Objectives:
Demonstrate appropriate handwashing techniques.
Don sterile gloves and personal protective equipment.

Required Activities for Asepsis:

Clinical Skills Videos: Skills for Nursing Complete RN Collection; Publisher: Elsevier Essentials Collection: Adding Items to a Sterile Field
Medication Administration Lab Practicum

Learning Objectives:
Review guidelines for safe administration of medications.
Review guidelines for safe administration of oral, nasal, ophthalmic, otic, vaginal, rectal, and sublingual routes.
Perform the 8 rights of medication administration.
Perform aseptic technique in preparing and administering oral medications.
Explain the importance of proper selection of syringes and needles for injection.
Discuss factors to consider when selecting injection sites.
Correctly prepare an injectable medication from a vial and an ampule.
Demonstrate essential steps for safely administering parenteral medications by intradermal, subcutaneous, and intramuscular.
Demonstrate safe use of an enoxaparin sodium (Lovenox) injection device
Correctly and safely administer a subcutaneous, intramuscular, and intradermal injection

Bring a fat-free hot dog, an orange, and a paper towel to lab.

Required Activities:

Joint Commission Material – Download from D2L Clinical Folder
Clinical Skills Videos: Skills for Nursing Complete RN Collection; Publisher: Elsevier
Essentials Collection:
- Administering Ear Medications
- Administering Eye Medications
- Administering Intradermal Injections
- Administering Intramuscular Injections
- Administering Oral Medications
- Administering Subcutaneous Injections
- Applying an Estrogen Patch and Nitroglycerin Ointment
- Applying Topical Medications
- Documenting Medication Administration
- Drawing up More than One Type of Insulin
- Ensuring the Six Rights of Medication Administration
- Handling Medication Variations
- Inserting a Rectal Suppository
- Preparing and Administering Insulin
- Preparing Injections from a Vial
- Preparing Injections from an Ampule
- Preventing Medication Errors
- Using a Dry Powder Inhaler
Using a Metered-Dose Inhaler
Using a Prepackaged Sterile Kit
Using Automated Medication Dispensing Systems

Urinary and Bowel Elimination Laboratory Practicum
(Catheters and Enemas)

Learning Objectives:
1. Prioritize the basic principles in urinary catheter monitoring.
2. Successfully perform urinary catheter insertion on a male and female mannequin.
3. Compare the purposes and rationale for enema administration.
4. Demonstrate administration of an enema.
5. Documentation of 24 hour client Input and Output.

Required Activities for Urinary and Bowel Elimination

Clinical Skills Videos: Skills for Nursing Complete RN Collection; Publisher: Elsevier Essentials Collection: Administering a Cleansing Enema
Applying a Condom Catheter
Assisting with a Bedpan
Assisting with a Urinal
Collecting a Midstream Urine Specimen
Fecal Occult Blood Testing
Inserting an Indwelling Urinary Catheter in a Female Patient
Inserting an Indwelling Urinary Catheter in a Male Patient
Irrigating a Urinary Catheter
Measuring Intake and Output
Obtaining a Specimen from an Indwelling Urinary Catheter
Performing Intermittent Straight Catheterization
Providing Catheter Care
Removing an Indwelling Urinary Catheter

Clinical on Campus
(Hygiene, Mobility, Dressings, etc)

Objectives:
Identify principles of establishing and maintaining a sterile field.
Apply concepts of hygiene during bed bath, assisted bath, and shower.
Demonstrate making an occupied and unoccupied bed with safety and comfort.
Demonstrate body alignment for standing, sitting, and lying.
Perform positioning techniques for the supported Fowler’s, supine, prone, side-lying, and Sim’s position, log rolling, and use of trapeze bar.
Perform the procedure for transferring a client from bed to chair with and without a disability.
Demonstrate safe practices when ambulating patients and using assistive devices

Required Activities Hygiene and Mobility:
Clinical Skills Videos: Skills for Nursing Complete RN Collection; Publisher: Elsevier
Essentials Collection: Applying Elastic Stockings
Assisting with a Gown Change
Assisting with a Tub Bath or Shower
Assisting with Ambulation Using a Gait Belt
Assisting with Meals
Assisting with Moving a Patient in Bed
Assisting with Positioning a Patient in Bed
Caring for Pressure Ulcers
Changing a Dressing
Cleaning Dentures
Making an Occupied Bed
Making an Unoccupied Bed
Performing a Complete or Partial Bed Bath
Performing Hair Care and Shampooing in Bed
Performing Nail and Foot Care
Performing Oral Hygiene for an Unconscious Patient
Performing Passive Range-of-Motion Exercises
Performing Perineal Care for a Female Patient
Performing Perineal Care for a Male Patient
Teaching Post Operative Exercises
Transferring from a Bed to a Stretcher
Transferring from a Bed to a Wheelchair Using a Transfer Belt
Using a Hydraulic Lift
Using Restraint Alternatives
Using a Sequential Compression Device

**Learning Lab #1 (bring drug book, lab book and nsg dx book)**

Objectives:
- Demonstrate the appropriate techniques and nursing care needed to:
  a. change dressings utilizing a non-sterile dressing
  b. administer an IM injection
  c. assess body systems in preparation for simulations
  d. perform oral suctioning using a Yankauer catheter
  e. utilize various external oxygen delivery methods.
  f. administer oxygen safely

  - For Wounds and Dressings: Chapter 29
  - For Oxygenation: Chapter 38

Clinical Skills Videos: Skills for Nursing Complete RN Collection; Publisher: Elsevier
Essentials Collection: Administering Intramuscular Injections
Applying a Nasal Cannula or Face Mask
Changing a Dressing
Ensuring Oxygen Safety
Measuring Oxygen Saturation with Pulse Oximetry
Performing Oropharyngeal Suctioning
Setting Oxygen Flow Rates
Using Wound Drainage System

Learning Lab #2 *(bring drug book, lab book and nsg dx book)*

Objectives

- Demonstrate the appropriate techniques and nursing care needed to:
  - a. insert an indwelling urinary catheter in a female patient utilizing sterile technique
  - b. maintain patient safety and administer medications utilizing a G-Tube
  - c. position patients experiencing limitations in mobility and immobility.
  - d. safely administer medications

Yoost, B. L., & Crawford, L. R. (2016). *Fundamentals of Nursing: Active Learning for Collaborative Practice.* St. Louis: Elsevier. GTubes, Mobility, Catheters

Clinical Skills Videos: Skills for Nursing Complete RN Collection; Publisher: Elsevier Essentials Collection: Inserting an Indwelling Urinary Catheter in a Female Patient
Inserting an Indwelling Urinary Catheter in a Male Patient
Providing Enteral Feedings
Removing an Indwelling Urinary Catheter
Taking Aspiration Precautions

To Know for Simulations:

Learning Objectives:

*Demonstrate competencies including Head to Toe Assessment and Vital Signs*

- Identify issues related to patient safety.
- Integrate didactic knowledge within the simulation environment.
- Correctly recognize and respond to patient problems.
- Demonstrate techniques to facilitate patient safety including patient identification and communication among healthcare providers.
- Assessment and identification of need for supplemental oxygen
- Application of appropriate oxygen delivery methods
### NUR 306: Basic Nursing Care of Adult Clients

**Clinical Evaluation**

<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>DEC</th>
<th>Clinical Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td></td>
<td>B. Cont. PROV. PT-CENTERED CARE</td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IA IIIA IIIE</td>
<td>c. Accurately perform a systems assessment in a knowledgeable &amp; timely manner.</td>
</tr>
<tr>
<td>a. Report to clinical practice in a timely fashion.</td>
<td>IA</td>
<td>d. Collect &amp; categorize relevant data from disciplines (lab, RT &amp; x-ray)</td>
</tr>
<tr>
<td>b. Report to clinical in a neat and professional appearance.</td>
<td>IA</td>
<td>e. Correctly determine NANDA nursing diagnosis in proper format.</td>
</tr>
<tr>
<td>d. Follow ANA Code of Ethics.</td>
<td>IA</td>
<td>g. Formulate interventions that direct nursing actions toward resolution of problems.</td>
</tr>
<tr>
<td>e. Follow guidelines established by SFA nursing course, faculty &amp; institution.</td>
<td>IA</td>
<td>h. Evaluate client outcomes in relation to stated goals.</td>
</tr>
<tr>
<td>f. Maintain confidentiality &amp; adhere to Patient Bill of Rights.</td>
<td>IA</td>
<td>3. Demonstrate ability to prioritize.</td>
</tr>
<tr>
<td>a. Inform instructor and staff of changes in client condition.</td>
<td>IB</td>
<td>a. Introduce self, explains role, informs client of nursing care to be performed.</td>
</tr>
<tr>
<td>b. Demonstrate evidence of preparation for clinical experience.</td>
<td>IB</td>
<td>b. Effectively initiate and maintain professional relationships with clients.</td>
</tr>
<tr>
<td>c. Seek knowledge independently and display interest in professional development.</td>
<td>IB</td>
<td>c. Demonstrate a caring demeanor and convey this to the client.</td>
</tr>
<tr>
<td>d. Utilize feedback to improve performance.</td>
<td>IB</td>
<td></td>
</tr>
<tr>
<td>e. Assume responsibility for own actions; follow directions and guidelines.</td>
<td>IB</td>
<td>1. Maintain strict infection control measures in clinical settings.</td>
</tr>
<tr>
<td>a. Identify role of advocate.</td>
<td>IVB</td>
<td>a. Identify purpose, rationale, precautions and necessary observations associated with each medication (med cards completed).</td>
</tr>
<tr>
<td>b. Identify client advocacy needs.</td>
<td>IVB</td>
<td>b. Administer medications according to 8 rights.</td>
</tr>
<tr>
<td>4. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td>1. Establish safe practice for client.</td>
</tr>
<tr>
<td>a. Identify personal learning needs/limitations.</td>
<td>ID</td>
<td>a. Seek instructor for guidance.</td>
</tr>
<tr>
<td>4. Perform skills safely and efficiently.</td>
<td>IID</td>
<td></td>
</tr>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to clinical practice.</td>
<td>IIA</td>
<td>Collaboration and interdisciplinary health care team (IDHCT)</td>
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<td>a. Contribute to clinical conferences.</td>
<td>IVA</td>
<td>1. Identify roles of the interdisciplinary healthcare team.</td>
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<td>b. Identify and explain pathophysiologic processes affecting the client.</td>
<td>IVA</td>
<td>2. Identify community resources and referrals in the provision of nursing care.</td>
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<td>2. Utilize nursing process in provision of care to (clients).</td>
<td>IIC IID</td>
<td>3. Establish effective working relationships with clients, faculty, staff, and peers.</td>
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<tr>
<td>a. Communicate ideas, facts, and concepts clearly in writing.</td>
<td>IIE</td>
<td>a. Assist peer and staff as needed.</td>
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b. Accurately perform a health history in a knowledgeable & timely manner. | IIB
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<table>
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<tr>
<th>Wk</th>
<th>Date</th>
<th>Room</th>
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<th>N306 Basic Care – Class Calendar for Spring 2016</th>
<th>Assignments and Deadlines</th>
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<td>N 306 Basic Care – Class Calendar for Spring 2016</td>
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<td>School of Nursing</td>
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<td>BOOT CAMP for incoming students</td>
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<td>107 1200-1500</td>
<td></td>
<td>Unit 1: Health and Wellness, and Development (SB)</td>
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<td>1</td>
<td>1/20</td>
<td>115 0800-1030</td>
<td>Lab 1130-1300</td>
<td>Unit 2: Asепsis and Infection Control / Hygiene and Personal Care (AJ)</td>
<td>(Refer to the student policy #18 on the SON website for uniform guidelines Video quizzes due for this content)</td>
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<td>115 0800 – 1100</td>
<td></td>
<td>Unit 3: Introduction to Diagnostic Testing / Fluid &amp; Electrolytes (MK)</td>
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<td>107 1200-1500</td>
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<td>Exam #1 (Units 1-3)</td>
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<td>1/26</td>
<td>107 0800-1400</td>
<td>Lab 107</td>
<td>Unit 4: Medication Administration (MK)</td>
<td>[PR set #2]</td>
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<td>1/27</td>
<td>107 0800-1400</td>
<td>Lab 107</td>
<td>Lab: Medications (Clinical Groups 1,2,3,4)</td>
<td>Video quizzes due for this content</td>
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<td>107 0800-1400</td>
<td>Lab 107</td>
<td>Lab: Medications (Clinical Groups 5,6,7,8)</td>
<td>Video quizzes due for this content</td>
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<td>107 (115) 0800-1100</td>
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<td>Nursing Process with Clinical Instructor (Doc pkt, CS to CM)</td>
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<td>107 1200-1500</td>
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<td>Unit 6: Urinary and Bowel Elimination (VS/AB)</td>
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<td>Lab 0800-1100</td>
<td></td>
<td>Lab: Urinary and Fecal Lab (Caths and Enemas) (Clinical Groups 1,2,3,4)</td>
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<td>2/5 Fri</td>
<td>NMH 0900-1200</td>
<td>Nacogdoches Memorial Hosp Orientation (Barrios/Jones grps)</td>
<td>(Meet in main entrance foyer of hospital)</td>
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<td>2/7 Sun</td>
<td>CHI 0900-1200</td>
<td>CHI St Luke’s Hospital Orientation (Sjolander groups)</td>
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<td>2/8 Mon</td>
<td>2/9 Tues 107 1200-1500</td>
<td>Unit 7: Safety / Activity, Immobility and Safe Movement (AJ)</td>
<td>Med Calculation Exam (grade recorded; first attempt – computerized) [PR Set #4]</td>
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<td>2/8 Mon</td>
<td>2/9 Tues 107 1500</td>
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<tr>
<td>2/10 Wed</td>
<td>Lab 0800-1500</td>
<td>Clinical ON CAMPUS (Groups 1,2,3,4) (I&amp;O, Hygiene, Mobility, wounds, safety, blood glucose, assessment, hx...incorp)</td>
<td>Uniform complete due date for groups 1-4. Video quizzes due for this content</td>
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<tr>
<td>2/11 Thur</td>
<td>Lab 0800-1500</td>
<td>Clinical ON CAMPUS (Groups 5,6,7,8) (I&amp;O, Hygiene, Mobility, wounds, safety, blood glucose, assessment, hx...incorp)</td>
<td>Uniform complete due date for groups 5-8. Video quizzes due for this content</td>
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<tr>
<td>2/12 Fri</td>
<td>115 1000 WH 1200-1500</td>
<td>Med Calculation Exam (retake if needed – second attempt) Woodland Heights Hospital Orientation (Brewer groups)</td>
<td>Reflective Journal 1 (ALL grps) via D2L drop box (see template in D2L under dropbox) Typhon Evaluation of Clinical on Campus (found in Typhon under N306 as Simulation #1)</td>
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<td>2/14 Sun</td>
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<td>ALL GROUPS: Submit folders with Clinical Documentation Packet (from Clinical on Campus) to clinical instructor’s drawer by 0800</td>
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<td>2/15 Mon</td>
<td>2/16 Tues CTC 0800-1000</td>
<td>EXAM #2 (Units 4-6)</td>
<td>PR Sets #2 &amp; #3 due at exam Elsevier Adaptive Quizzing (EAQ) due online via Evolve prior to entering exam. [PR Set #5]</td>
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<tr>
<td>2/16 Tues</td>
<td>107 1200-1500 TBA 1500</td>
<td>Unit 8: Skin Integrity / Wound Care (AB) Med Calculation Exam (retake if needed – third/final attempt)</td>
<td>If KLL: Med List A; Video quizzes due for this content If KLL: Klein Learning Lab#1 (as assigned from groups 5-8)</td>
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<tr>
<td>2/17 Wed</td>
<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 1,2,3,4) Or KLL: Klein Learning Lab#1 (as assigned from groups 5-8)</td>
<td>If KLL: Med List A; Video quizzes due for this content</td>
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<td>2/18 Thur</td>
<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 1,2,3,4) Or KLL: Klein Learning Lab#1 (as assigned from groups 5-8)</td>
<td>If KLL: Med List A; Video quizzes due for this content</td>
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<td>2/21 Sun</td>
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<td>Reflective Journal 2a (grps 1-4) Reflective Journal if in Klein lab that Wed or Thur</td>
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<td>2/22 Mon</td>
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<td>Live Concept Map (grps 1-4) Live Clinical Documentation Pkt (grps 1-4)</td>
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<td>2/23 Tues</td>
<td>107 1200-1500</td>
<td>Unit 9A &amp; 9B: Oxygenation and Tissue Perfusion</td>
<td>[PR Set #6]</td>
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<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 5-8) Or KLL: Klein Learning Lab#1 (as assigned from groups 1-4)</td>
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<td>2/25</td>
<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 5-8) Or KLL: Klein Learning Lab#1 (as assigned from groups 1-4)</td>
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<td>107 1200-1500</td>
<td>Unit 9A &amp; 9B: continued (MK)</td>
<td>[PR Set #7]</td>
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<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 1,2,3,4) Or KLL: Klein Learning Lab#1 (as assigned from groups 5-8)</td>
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<td>107 1200-1500</td>
<td>Unit 10: Cognitive and Sensory Alterations / Sleep (VS)</td>
<td>[PR set #8]</td>
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<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 5-8) Or KLL: Klein Learning Lab#1 (as assigned from groups 1-4)</td>
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<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
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<td>CTC 0800-1000</td>
<td>EXAM #3 (Units 7-9)</td>
<td>PR Sets #4, #5, #6, #7 due at exam Elsevier Adaptive Quizing (EAQ) - due upon entering exam.</td>
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<td>3/12</td>
<td>Spring break</td>
<td>Spring Break 3/12-3/20</td>
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<td>3/22</td>
<td>107 1200-1500</td>
<td>Unit 12: Nutrition (SB)</td>
<td>[PR set #9]</td>
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<td>3/24</td>
<td>Easter Break</td>
<td>Easter Break Thursday 3/24 - 3/28 @1600</td>
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<td>Classes resume at 1600</td>
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<td>107 1200-1500</td>
<td>Unit 11: Documentation, Electronic Health Records,</td>
<td>[PR Set #10]</td>
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<td>3/30 Wed</td>
<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 1,2,3,4) Or KLL #2 (as assigned from groups 5-8)</td>
<td>If KLL: Med List B; Video quizzes due for this content</td>
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<td>3/31 Thur</td>
<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 1,2,3,4) Or KLL #2 (as assigned from groups 5-8)</td>
<td>If KLL: Med List B; Video quizzes due for this content</td>
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<td>4/1 Fri</td>
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<td>Reflective Journal 4a (grps 1-4)</td>
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<td>4/3 Sun</td>
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<td>Reflective Journal 4b (grps 1-4)</td>
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<td>4/4 Mon</td>
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<td>Live Concept Map ___ (grps 1-4)</td>
<td>Live Clinical Documentation Pkt (grps 1-4)</td>
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<td>4/5 Tues</td>
<td>107 1200-1500</td>
<td>Unit 13: Pain Management / Perioperative Nursing Care (AB)</td>
<td>[PR Set #11]</td>
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<td>4/6 Wed</td>
<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 5-8) KLL #2 (as assigned from groups 1-4)</td>
<td>If KLL: Med List B; Video quizzes due for this content</td>
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<td>4/7 Thur</td>
<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 5-8) KLL #2 (as assigned from groups 1-4)</td>
<td>If KLL: Med List B; Video quizzes due for this content</td>
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<tr>
<td>4/8 Fri</td>
<td>Lab 0900-1300 CTC 1400-1600</td>
<td>Lab: Simulation</td>
<td>PR Sets #8, #9, &amp; #10 and EAQ due prior to exam</td>
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<td>4/10 Sun</td>
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<td>Reflective Journal 5 (ON SIM ALL groups) Typhon Eval of Sim (under N306 as sim#3) Reflective Journal if in Klein lab that Wed or Thur</td>
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<td>4/11 Mon</td>
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<td>Live Concept Map ___ (grps 5-8)</td>
<td>Live Clinical Documentation Pkt (grps 5-8)</td>
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<td>4/12 Tues</td>
<td>107 1200-1500</td>
<td>Unit 14: Stress &amp; Coping / Human Sexuality (VS)</td>
<td>[PR set #12]</td>
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<td>4/13 Wed</td>
<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 1,2,3,4) KLL #2 (as assigned from groups 5-8)</td>
<td>If KLL: Med List B; Video quizzes due for this content</td>
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<td>4/14 Wed</td>
<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 1,2,3,4) KLL #2 (as assigned from groups 5-8)</td>
<td>If KLL: Med List B; Video quizzes due for this content</td>
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<tr>
<td>4/15 Fri</td>
<td>Sim Lab 0800-1300</td>
<td>Simulation (306 and 307: All students)</td>
<td>Reflective Journal 6 (ALL groups on SIM) Reflective Journal 7a (grps 1-4) Typhon Eval of Sim (under N307) Reflective Journal if in Klein lab that Wed or Thur</td>
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<td>4/18 Mon</td>
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<td>Live Concept Map ___ (grps 1-4)</td>
<td>Live Clinical Documentation Pkt (grps 1-4)</td>
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<td>4/19 Tues</td>
<td>107 1200-1500</td>
<td>Unit 15: Ethnicity and Cultural Assessment / Alternative Therapies / Psychosocial Health and Illness (SB)</td>
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<td>4/20 Wed</td>
<td>Hosp 0630-1300 Sim Lab 0800-1430</td>
<td>LIVE Clinical (Groups 5-8) KLL #2 (as assigned from groups 1-4)</td>
<td>If KLL: Med List B; Video quizzes due for this content</td>
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<td>Date</td>
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<td>Event</td>
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<td>4/21</td>
<td>0630-1300</td>
<td><strong>LIVE Clinical (Groups 5-8)</strong> KLL #2 (as assigned from groups 1-4)</td>
<td>If KLL: Med List B; Video quizzes due for this content</td>
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<td>4/22</td>
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<td>4/24</td>
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<td>Reflective Journal 7b (grps 5-8) Reflective Journal if in Klein lab that Wed or Thur</td>
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<tr>
<td>4/26</td>
<td>107 1200-1500</td>
<td><strong>Unit 16: Spiritual Health / Death and Loss (VS)</strong></td>
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<tr>
<td>4/27</td>
<td>0800-1730</td>
<td>Medication Administration Evaluation</td>
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<td>4/28</td>
<td>Lab 0800-1730</td>
<td>Skills Competency (scheduled with instructor)/</td>
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<td>Clinical Makeup day</td>
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<td>Clinical Evaluations (scheduled with instructor)</td>
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<td>4/29</td>
<td>CTC 1400-1600</td>
<td><strong>CTC: EXAM #5 Units 14-17</strong></td>
<td>PR Sets #11 &amp; #12 and EAQ due prior to exam</td>
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<td>5/2</td>
<td>1000-1700</td>
<td>Clinical Evaluations (scheduled with instructor)</td>
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<td>5/6</td>
<td>CTC 0745-1000</td>
<td><strong>HESI Final Exam</strong></td>
<td>TO THE HESI: Bring evolve login/password and earbuds/headphones. Course Evaluations Due for points (Print out of Typhon History)</td>
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<td>Ring Dip for COSM at 1400</td>
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<td>5/9-5/13</td>
<td>(finals week)</td>
<td>HA and PHARM</td>
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<td>5/14</td>
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<td>Commencement</td>
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**Patient Reviews (PR)** are due upon entering the exam room. Print outs of the score sheet for each “patient” are required to receive credit.

*Elsevier Adaptive Quizzes (EAQ)* are due on the day of exams, and must be completed online via Evolve - upon entry to exam room.

*Reflective Journal electronic entries* are due via D2L dropbox by MN (2400) on Sundays for that week of clinical, simulation/clinical on campus, and learning lab.

*Assigned Medication Lists*: Please refer to the Clinical Folder located in the online course content, completed and brought to YOUR ASSIGNED KLEIN LEARNING LABS #1 AND #2.

*LAB Documentation Packets* are due at the end of the LAB. These are provided in the lab and they must be given to Mrs. Klein before you leave.
Live Clinical Documentation Packets are due on Monday by 0800 immediately following that clinical week. Place in your clinical instructor's box.

Concept Maps are due on Monday by 0800 immediately following that clinical week. Place in your clinical instructor's box.

Patient Reviews Sets (PR)
PR #1: CNC; Fluid and Electrolyte Balance – Mary Richards and Rusty Jackson, Adult Health (AH); Hematologic Health Problems – Mrs. Hogan, and Endocrine Health Problems – Mary Kelly
PR #2: Clinical Nursing Concepts (CNC); Pharmacodynamics & the Admin of Meds. Non-Parenteral-Non-Parental Meds 1 and 2
PR #3: Adult Health (AH); GI – Mr. Lewin, Mrs. Barker; and GU – Sara
PR #4: Adult Health (AH); Musculoskeletal Health Problems – Danny Ellington, Mrs. Morgan
PR #5: CNC; Inflammation, Infection and Wound Healing – Patients at Risk
PR #6: AH: Respiratory Health Problems – Mr. Fenske, Mr. Hannigan
PR #7: AH; Cardiovascular Health Problems – Mr. Swan, Mr. Erickson, and Mr. Leon
PR #8: AH; Eye/Ear Health Problems – Mr. Lee, Mr. Hoffman
PR #9: AH; GI – Mr. Gold; GU – Mr. Sumo
PR #10: AH; Endocrine Health Problems – Susan Smith, Hematologic Health Problems – Mrs. Byrd, CNC; Acid-Base Balance – Sam Williams & Jackie Bright
PR #11: CNC; Perioperative Care – John Hale (1) and John Hale (2)
PR #12: CNC; Pharmacodynamics and the Admin of Meds: Parenteral – Parenteral Meds 1 and Parenteral Meds 2