NURSING CARE OF YOUNG ADULT TO ELDERLY

Course Number: NUR 330
Section Number(s): 001
Clinical Section(s): 010 – 017

Course Instructors:
Course Coordinator: Carol Athey, MA, MSN, RN, CNOR
Kesha Becnel, MSN, RN
Kim Deaton, MSN, RN, APRN, FNP-C
Celina Serna, MSN, RN

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This syllabus is provided for informational purposes only.
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Textbooks and Materials:
**Required:** *All textbooks and CD’s from previous semesters.*


HESI Patient Reviews (2 yr. version) [http://evolve.elsevier.com](http://evolve.elsevier.com) These were purchased in first semester for N306 and required for N330 also


**Optional:**


*Elsevier Adaptive Learning (free Study tool)

***These three items (required and optional text) come together as a bundled package from Barnes & Noble Bookstore in the campus Student Center. You can also purchase the bundle directly from Elsevier publisher.
ISBN 97803233332026 (for bundled package)

Nursing Practice Act and Nursing Peer Review Act Texas Occupational Code and Statutes Regulating the Practice of Professional Nursing (Current Issue) and excerpts from the Board of Nurse Examiners Rules and Regulations Relating to Professional Nursing Education, Licensure, and Practice

Both of these may be downloaded and printed from the Board of Nursing Web site at [www.bne.state.tx](http://www.bne.state.tx). A written copy can be purchased in the University Book Store or from the Board of Nursing at: Board of Nurse Examiners for the State of Texas, P.O. Box 430, Austin, TX 78767-04030, 512- 305-7400.

Online Sites:
D2L: [https://d2l.sfasu.edu](https://d2l.sfasu.edu)
School of Nursing Policies: [http://www.fp.sfasu.edu/nursing/](http://www.fp.sfasu.edu/nursing/)
Evolve Textbook Site: [http://evolve.elsevier.com/Lewis/medsurg](http://evolve.elsevier.com/Lewis/medsurg)
Course Description
N330 consists of six semester hours with three hours didactic and nine hours clinical practicum. This course provides students the opportunity to apply critical thinking, nursing theory, research, and practice to the care of adult clients. Emphasis is placed on care of the client with simple to complex health needs in a variety of health care settings.

Unabridged Course Description
This course builds upon principles and theories from previous, concurrent, and pre-requisite courses. Students apply nursing theory and research in the provision of holistic nursing care to clients experiencing simple to complex disease processes. Emphasis will be on developing proficiency in the provision of nursing care to adults of diverse spiritual, ethno-cultural, and socioeconomic backgrounds with a focus on medical-surgical problems in varied healthcare settings. Students will utilize the nursing process for health promotion and maintenance. Students are encouraged to think critically about bioethical and health issues and to communicate on a professional, interpersonal, and intrapersonal level as a member of the interdisciplinary health care team.

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

Course Prerequisites and Co-requisites:
Pre-requisites: NUR 305, NUR 306, NUR 307, NUR 308
Co-requisites: NUR 331, NUR 332

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. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families experiencing simple to complex health stressors.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Evaluate research for applicability of findings to provision of nursing care.
4. Incorporate the nursing process as a template to formulate and implement individualized plans of care for clients.
5. Utilize assessment and critical thinking skills to provide nursing care and teaching to severely ill clients and families.
6. Incorporate moral, ethical, economic, and legal issues in provision of nursing care to clients and families.
7. Collaborate with the interdisciplinary healthcare team respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of clients.

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

Course Requirements:
Evaluation is based on achievement of the objectives. Evaluation strategies include major exams, a comprehensive final examination, in-class quizzes, homework assignments, patient reviews, simulations, observation in clinical setting, patient care conferences, clinical paperwork documenting the nursing process, and clinical performance evaluations.
In order to receive a C grade for the course, each student must first obtain a weighted mean exam score of 75% or better on the 4 unit exams and HESI computerized comprehensive final exam. A weighted exam average below 75% or an overall weighted course average below 75% constitutes failure of N330 and will result in a grade of “F” on the transcript. N330 exams are secure; no printing, copying, or writing questions down for outside use is permitted.

Course Calendar (Refer to calendar at end of document.)

Grading Policy
Evaluation is based on achievement of the objectives. Evaluation strategies include unit tests, a comprehensive course final examination (HESI), quizzes, assignments, simulations, observation in clinical settings, patient care conferences, nursing care plans and/or oral nursing processes, and clinical performance evaluations. It is mandatory to make an appointment to see clinical instructor for remediation if you make an exam grade below 75.

It is necessary to obtain a weighted mean of C (75) in the class exam grades to pass this course. An exam weighted mean below 75 or a class weighted mean below 75 constitutes failure of NUR 330 and will result in a grade of “F” on the transcript. Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass NUR 330.
Clinical Pass/Fail

If any student is unsuccessful on a second performance attempt of a skill check-off, the student will meet with the NURS 330 Nursing faculty team to discuss the performance failures. Outcomes of this meeting will range from either referral for remediation to failure of the course. Students must pass the clinical component in order to pass the course.

Faculty reserve the right to change any previously graded quiz, test, presentation, or any written work at any time in the semester until final course average is posted on My SFA.

Late work will not be accepted without prior approval from instructors.

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Points (Percent)</th>
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<tbody>
<tr>
<td>Test 1</td>
<td>100 (16.67%)</td>
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<tr>
<td>Test 2</td>
<td>100 (16.67%)</td>
</tr>
<tr>
<td>Test 3</td>
<td>100 (16.67%)</td>
</tr>
<tr>
<td>Test 4</td>
<td>100 (16.67%)</td>
</tr>
<tr>
<td>Comprehensive Final (HESI)</td>
<td>100 (16.67%)</td>
</tr>
<tr>
<td>Daily Assignments/In-class quizzes/</td>
<td>100 (16.67%)</td>
</tr>
<tr>
<td>Typhon evaluations</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>600 (100%)</strong></td>
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</tbody>
</table>

Attendance Policy (Exam and Attendance)

**Exams:** Attendance is mandatory. The only excused absence is one related to illness of self, death of immediate family member or significant other, the result of a catastrophic event, a university approved activity, or any event approved by the instructor. If so directed by the instructor, the student must bring a written excuse from the professional health care provider. If the absence is not excused, a zero (0) will be received for the exam. See School of Nursing Policy # 20.

In the event that a student must be absent for an exam, the student must:
1. Notify the instructor prior to the exam;
2. Contact the instructor within two (2) days following the exam, in order to make arrangements to take the exam.

If the student has an excused absence from an exam, the instructor has the option of requiring a make-up exam or increasing the percentage of the points of another test. Any missed final exam will result in an incomplete grade until the final exam is taken.

**Classroom:** Attendance is not mandatory. However, all students are expected to attend classes regularly. Roll may be taken at the beginning of each class.

**Clinical:** **Attendance is mandatory for all clinical hours.** To be an excused absence the student must be excused directly by the clinical instructor. The only excused absence is one related to illness of self, death of immediate family member or significant other, or university approved activity. The student must bring a written excuse by the health provider or an obituary notice. If a student must be absent from clinical, they must directly notify the clinical instructor and the facility no later than 2 hours before clinical is to begin. Failure to notify the instructor and the facility constitutes unprofessional behavior and the student will receive a clinical “F” day.
Absence from the clinical area exceeding 10% will result in a clinical failure regardless of the reasons (including excused absences). Refer to Policy # 21.

**All students are responsible for the Policies and Procedures of the School of Nursing. These can be found online at [http://www.fp.sfasu.edu/nursing/](http://www.fp.sfasu.edu/nursing/)**

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

*Definition of Academic Dishonesty*
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the SFASU academic dishonesty policy at [http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)

Please read the complete integrity policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Unacceptable Behavior includes:
- Turning in any portion of someone’s work without crediting the author.
- Writing for or with another student any course assignment not intended as a group activity.
- Receiving/using from another student any course assignment, quiz, SIM information or patient review.
- Logging onto computer programs and/or signing for another student on computer or roster.
- Quizzes must be taken in the classroom and passwords are not shared with others outside of the classroom. IP addresses can be checked.

**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. 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/.

**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 the Student Conduct Code, policy D-34.1). 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, labs, 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 I-Care: Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Clinical Evaluations**
Clinical performance will be graded on a pass/fail basis. If a student fails to pass the clinical portion of the course, the student will fail the entire course. Clinical performance will be evaluated using the clinical evaluation forms found in the clinical forms section of D2L. Formative evaluations will be offered weekly or more, if necessary, throughout the clinical rotation. Formal summative evaluations will be done at the end of the clinical practicum. Students may be assigned extra clinical time when the instructor deems it necessary, at any clinical site, in order to meet the clinical objectives.

**CLINICAL GUIDELINES**

**Clinical meeting times and places:**
N330 clinical are every other week Monday –Friday. Floor clinical will be two days per week. Student assignments may include rotations to surgery, wound care, Emergency Department, outpatient clinics, PACU and Simulation Lab. Throughout the semester there will be various on campus clinical (COC) hours.

**Required clinical materials:**
One blue three ring binder (1 ½ inch), 1 pkg. of 10 notebook dividers, scissors, pen light, hemostat, stethoscope, blood pressure cuff, two sets of uniforms, and professional white shoes. White lab jacket or coat with visible SFA School of Nursing patch is optional.
Medical/Surgical Clinical Experience

PURPOSE: The purpose of the medical/surgical clinical experience is to provide the nursing student a total of 126 hours of clinical experience in order to utilize the nursing process as a framework for practice with medical/surgical clients requiring nursing care.

Designated Clinical Hours
1. Clinical Sites: 85 hours
2. Clinical on Campus/Simulation: 24.6 hours
3. Patient Reviews, Skills videos and NCLEX questions: 16.4 hours

<table>
<thead>
<tr>
<th>Course Ratio:</th>
<th>Hours:</th>
<th>Clinical Experiences:</th>
<th>Contact Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic Credit Hours</td>
<td>6</td>
<td>Computer Lab</td>
<td>16.4</td>
</tr>
<tr>
<td>Didactic Contact Hours</td>
<td>42</td>
<td>Low/Medium Fidelity</td>
<td>12.0</td>
</tr>
<tr>
<td>Clinical Contact Hours</td>
<td>126</td>
<td>High Fidelity</td>
<td>12.6</td>
</tr>
<tr>
<td>Pt. Care Situations</td>
<td></td>
<td></td>
<td>85.0</td>
</tr>
<tr>
<td>Total Clinical Hours</td>
<td></td>
<td></td>
<td>126.0</td>
</tr>
</tbody>
</table>

Clinical Requirements
See course calendar and individual clinical schedule for specific dates.
See clinical instruction sheet for required clinical documentation.

All students need to have an evaluation form for the preceptor to complete during outside clinical experiences.

Please place all clinical forms in the blue binder. All documentation is due every Friday by 1000 in the designated bookshelf in the administration building. Failure to turn in clinical papers on time constitutes 1 late clinical day for each occurrence.

Patient Review List (Evolve (HESI) Patient Reviews Online):
The patient Reviews count toward hours for the clinical component of this class. Because this is a clinical assignment, it is PASS/FAIL. All clinical components must be completed in order to pass the clinical aspect of this class. Patient Reviews must be completed by the student only. Hint: Take the time to read the rationales carefully; these questions will help you prepare for exams and NCLEX. You will be best served by answering the questions and reading the rationales yourself. They are not timed so you can use your resources to answer the questions.

Patient Reviews can be found online from Evolve (HESI) at [http://evolve.elsevier.com](http://evolve.elsevier.com) under the Patient Reviews > Adult Health section. Print result page and place in your blue clinical folder by the due date listed below.

Patient Reviews must be completed by each EXAM (see below). A clinical late day will be given for each day late for that Patient Review. Please complete the Patient Reviews.
thoughtfully using your text and other resources to find answers if needed. These are grouped to complement and re-enforce material on the exam. Retake the case study test until a 75 minimum is scored (100% is preferred to maximize learning).

Log on to Evolve ► Patient Reviews ► Adult Health (unless otherwise specified) ► choose system

<table>
<thead>
<tr>
<th>Patient Review</th>
<th>Due Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Basile with PVD</td>
<td>Prior to EXAM 1</td>
</tr>
<tr>
<td>Thomas Smith with HTN and PAD</td>
<td>Pick three to do.</td>
</tr>
<tr>
<td>Mr. Erikson with CAD</td>
<td></td>
</tr>
<tr>
<td>Mr. Fenske with COPD</td>
<td></td>
</tr>
<tr>
<td>Mr. Hannigan with pneumonia</td>
<td></td>
</tr>
<tr>
<td>Joseph Selim (critical care tab) with hypoglycemia</td>
<td>Prior to EXAM 2</td>
</tr>
<tr>
<td>Joan Schneider with Hyperthyroidism</td>
<td>Pick three to do.</td>
</tr>
<tr>
<td>Mrs Bella with cirrhosis of the liver</td>
<td></td>
</tr>
<tr>
<td>Larette Wilson (periop tab) laparoscopic surgery with laser</td>
<td></td>
</tr>
<tr>
<td>Mrs Paul (periop tab) in PACU post ORIF Hip fx</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Patient Review</th>
<th>Due Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Morris with spinal cord injury</td>
<td>Prior to EXAM 3</td>
</tr>
<tr>
<td>Michael Dunne with a head injury</td>
<td>Do all three.</td>
</tr>
<tr>
<td>Mr. Young with renal colic</td>
<td></td>
</tr>
<tr>
<td>Mrs Mitchell with Rheumatoid Arthritis</td>
<td>Prior to EXAM 4</td>
</tr>
<tr>
<td>Mr. Sumo Benign Prostatic Hyperplasia and TURP</td>
<td>Pick three to do.</td>
</tr>
<tr>
<td>Mrs Frank with Lung Cancer</td>
<td></td>
</tr>
<tr>
<td>Mr. Russo with acute angle-closure glaucoma</td>
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</tbody>
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Simulation Lab
Student groups will complete simulations in the lab setting for clinical hours. Groups and dates will be assigned by the instructors. Information concerning preparation for the labs will be posted on D2L. Students will complete the required documentation and assignments on D2L.

NCLEX Questions
A total of 200 NCLEX questions are due at the end of the semester just prior to the HESI exam. The goals of this assignment are:
1. Enhance learning and applying knowledge.
2. Discover areas that need more instruction.
3. Improve test taking skills.
It is strongly recommended that the student completes 20 -25 questions per lecture topic prior to testing over that topic.

Clinical Learning Outcomes
1. Assess clients using inspection, palpation, percussion, and auscultation.
2. Identify nursing diagnosis for clients based on information gained in client assessment.
3. Plan and implement appropriate nursing care for clients.
4. Evaluate nursing care of clients.
5. Modify the plan of care based on evaluation results.
7. Identify patient safety concerns and implement appropriate interventions.
8. Demonstrate understanding of proper use of client care equipment.
9. Administer medications according to the 8 rights.
10. Demonstrate understanding of medications, their interactions, and side effects.
11. Utilize national standards when delivering nursing care for clients.
12. Explore legal and ethical issues that arise in the care of clients.
14. Explore appropriate research findings to clinical practice.
15. Participate in shift report.
16. Meet Learning Lab objectives:
   1. Demonstrate sterile technique while caring for and changing dressings of various types of central venous lines.
   2. Apply the nursing process and documentation to patients involving:
      Patient Controlled Analgesia (PCA), including the legal parameters
      Initiating, assessing, and maintaining IV access and lines
      Detection and treatment of infiltration
      Insertion and care of patients with nasogastric tubes for suction, medication administration or feedings (NGT) or percutaneous feeding tubes (PEG)
      Calculating and administering the correct doses of all oral, subcutaneous, intramuscular, and intravenous medications

**Clinical Learning Lab Outcomes**
Failure to perform the skill correctly the first time will result in a prescription for remediation developed by the instructor. The student will then re-demonstrate the skill with an instructor or preceptor either in the clinical setting or in the learning lab. Failure to complete the remediation or to successfully complete the skill will result in an “F” clinical day.

Upon completion of the learning lab the student will be expected to:
1. Apply the nursing process to patients receiving IV therapy including:
   a. Initiate IV access and assess various IV lines
   b. Flush the lines to maintain patency
   c. Discuss the detection and treatment of infiltration
2. Demonstrate proper insertion of NG-tube including assessment for proper placement.
3. Demonstrate sterile technique while caring for and changing dressings of various types of central venous lines.
4. Demonstrate the calculations needed to administer the correct doses of oral, subcutaneous, intramuscular, and intravenous medications.
5. Document each skill above appropriately.
Clinical Expectations

The student must be prepared for the clinical experience, as well as have all necessary clinical supplies to practice. The student is expected to be prepared from the beginning of the shift to assume responsibility for complete care of the assigned clients (including all treatments and medications). The only exceptions are chemotherapeutic medications for cancer and blood/blood product administration. Students must be familiar with but will not administer these medications under any circumstances. The student is expected to be knowledgeable about the client’s disease processes and therapeutic interventions--both medical and nursing.

- Demonstrate continual development of critical thinking skills, in-depth application of nursing process and clinical expertise.
- Complete clinical hours. Missed clinical hours related to illness require a note from the health care provider. **Please, do not come to clinical with fever.**
- Arrange conferences with the instructor to discuss progression, processes, and clinical experiences as needed.
- **Exercise punctuality** to all clinical and agency assignments. (see clinical attendance policy)
- Make up missed clinical hours at discretion and timing of instructor.
- **If unable to make clinical times please call instructor at least two hours prior to clinical time.** Do not call the SFA office phone number, your instructor is at the clinical site.
- Provide nursing care for clients in accordance with Texas Standards of Nursing Practice Act 217.11.
- Wear SFASU nursing uniform and name badge in clinical setting. Uniform pressed and shoes clean. T-shirts must be tucked in and sleeves (short ones) be **tota**ly covered by uniform shirt. Long sleeved white t-shirts are the exception.
- Wear hair off collar, contained, and in a moderate style.
- Wear makeup only in moderate amounts.
- Tobacco use of any kind is prohibited during clinical.
- No gum chewing, eating, or drinking in client care areas.
- Cell phones are not permitted in clinical care areas. Ask your clinical instructor if they may be permitted in a designated area.
- Do not wear perfume, cologne, aftershave **when in the clinical setting**.
- Discipline self to prohibit use of slang and expletives in the clinical setting.
- Submit work as directed in syllabus.
- Arrive on time to appropriate area with all required supplies.
- Practice safe care according to the Nurse Practice Act and SFASU School of Nursing Policies and Procedures.
- Notify primary nurse and the instructor in the event of an emergency or change in patient condition.
- On the medical-surgical unit, verify all medications and procedures with the instructor prior to giving or performing procedures and follow-up with the instructor after completion of tasks. When attending outside clinical experiences verify all medications and procedures with the assigned preceptor prior to and follow-up with the preceptor after completion of tasks.
• On the medical-surgical unit, the direct supervision of the instructor is required. All procedures (IV insertion, catheter insertion, dressing changes…) are to be completed under the direct supervision of the assigned preceptor in the outside clinical experiences.

• Report off to primary nurse before leaving unit for break, lunch, and end of shift.

• Arrange for SFASU nursing student to monitor your patient at any time you will be away from the unit (for breaks, lunch, to see procedures…)

• Actively pursue skills and experiences with primary nurse. You should not be sitting with nothing to do or bored.

Clinical Evaluation

Purpose: The purpose of the clinical evaluation process provides a method of determining whether desired outcomes have been successfully achieved by the student and to determine whether the student has sufficient knowledge for the established level of clinical practice to care for pediatric clients.

Method of evaluation: Include evaluations after each clinical experience, final evaluations, counseling conferences, clinical skills evaluation, documentation of clinical experiences.

1. Based on coming to clinical prepared to care for any patient assigned by the instructor/preceptor.
2. Based on actual care given.
3. Based on clinical skills performance.
4. Based on communication skills with clients, nursing staff, physicians, and instructor.
5. Based on behavior denoting professionalism and acceptance of responsibility.
6. Based on initiative in all areas of clinical practice.
7. Based on time management skills development.
8. Includes clinical evaluations by instructor/preceptor to notify student of areas of strengths and weaknesses.

Clinical Failure

A. Equals more than two (2) failed clinical days (2 “Clinical F” days). The following represent one (1) failed day each:

1. Failure to provide care for clients in accordance with the Texas Standards of Nursing Practice Act 217.11
2. Failure to take advantage of opportunities at various clinical sites (i.e. being asked to follow doctors, studying instead of following nurse …) or complaints from clinical sites.
3. Failure to give satisfactory performance in all oral or written paper work and complete all prescribed remediation.
4. Failure to adhere to all SON policies.
5. Missing report from the off-going nurse.
6. Unexcused absence from clinical.
7. Two failures to arrive at clinical site on time. Tardiness is described as being more than 10 minutes late to arrive at the appropriate clinical setting.
8. Failure to meet any/all of the clinical expectations listed above.

B. Failure to receive a passing grade on 2 formative clinical evaluations during the semester. These evaluations are completed by the instructor and/or preceptor for each clinical experience.

C. Failure to receive a “Satisfactory” rating on all behaviors outlined on the formal summative clinical evaluation form.

Clinical Attendance Policy

Attendance is mandatory for all clinical hours. To be an excused absence the student must be excused directly by the clinical instructor. The only excused absence is one related to illness of self, death of immediate family member or significant other, or university sponsored activity. The student must bring a written excuse by the health provider or an obituary notice. Social conflicts are inexcusable.

If a student must be absent from clinical, they must directly notify the clinical instructor and the facility no later than 2 hours before clinical is to begin. Failure to notify the instructor and the facility constitutes unprofessional behavior and the student will receive a clinical “F” day. Absence from the clinical area exceeding 10% will result in a clinical failure regardless of the reasons (including excused absences). Refer to SON Policy # 21.

Students are expected to arrive to all clinical on time, as well as complete the clinical assignments by required date and time. At each late occurrence, students will be required to meet with faculty to discuss progression in course.

All absences from the clinical setting will be made up at the discretion of the instructor.

Unit Objectives

Unit I

Care of the Client with Hematologic Problems

At the end of this unit the student will be able to:
1. Describe the ways that self-care practices affect the health and care of a client with hematologic problems.
2. Relate the role of the professional nurse in the care of clients and hematologic problems in acute and long term health care settings.
3. Discuss the growth and developmental factors that affect the planning of nursing care for clients and hematologic problems.
4. Explain diagnostic testing related to selected cancer and hematologic problems.
5. Apply knowledge of pathophysiology and hematologic problems to the plan of care for clients with such.
6. Formulate an appropriate nursing plan of care for clients with selected and hematological disorders.
7. Identify common medical and surgical modalities of care used in the care of clients with hematological disease processes.

Unit II
Care of the Client with Cardiovascular Disease and Vascular Disorders
At the end of this unit the student will be able to:
1. Describe the ways that self-care practices affect the health and care of a client with cardiovascular disease and vascular disorders.
2. Relate the role of the professional nurse in the care of clients with a cardiovascular Disease, and vascular disorders in acute and long term health care settings.
3. Discuss the growth and developmental factors that affect the planning of nursing care for clients with cardiovascular disease, and vascular disorders.
4. Explain diagnostic testing related to selected cardiovascular disease, and vascular Disorders.
5. Apply knowledge of pathophysiology of cardiovascular diseases to the plan of care for clients with cardiovascular disease, and vascular disorders.
6. Formulate an appropriate nursing plan of care for clients with selected cardiovascular Disease, and vascular disorders.
7. Identify common medical and surgical modalities of care used in the care of clients with cardiovascular disease, and vascular disorders.

Unit III
Nursing Care of the Surgical Client
At the end of this unit, the student will be able to:
1. Identify the common purposes and settings (areas) of surgery.
2. Discuss the purpose and components of a preoperative nursing assessment.
3. Examine the significance of data related to the preoperative patient’s health status and operative risk.
4. Examine the components and purpose of informed consent for surgery.
5. Illustrate the nursing patient teaching role in the physical, psychological, and educational preparation of the surgical patient.
6. Analyze the day-of-surgery preparation for the surgical patient; including SCIP Core measures, Universal Protocol and HCAHPS.
7. Inventory the purposes and types of commonly used preoperative medications.
8. Examine the role of the perioperative nurse when managing the care of the patient undergoing surgery (patient safety issues).
9. Question/prepare to use basic principles of aseptic technique used in the operating room and “surgical conscience”.
10. Inventory the components of an initial post-anesthesia assessment.
11. Examine the nursing responsibilities in admitting patients to the post-anesthesia care unit.
12. Explain the etiology and nursing assessment and management of potential problems of “at risk” patients; elderly, pregnant, pediatric, and obese (ASA 3-5’s).
13. Practice the initial nursing assessment and management of care after transfer from the PACU to the general care unit.
14. Explain the etiology and nursing assessment and management of potential problems during the postoperative period.
15. Plan the patient teaching needed by the postoperative patient in preparation for discharge.

Unit IV
Care of the Client with Upper/Lower Pulmonary & Obstructive Pulmonary Diseases
At the end of this unit the student will be able to:
1. Describe the ways that self-care practices affect the health and care of a client with pulmonary & obstructive diseases.
2. Relate the role of the professional nurse in the care of clients with a pulmonary & obstructive diseases in acute and long-term health care settings.
3. Discuss the growth and developmental factors that affect the planning of nursing care for clients with pulmonary & obstructive diseases.
4. Explain diagnostic testing related to selected pulmonary & obstructive diseases.
5. Apply knowledge of pathophysiology of cardiovascular diseases to the plan of care for clients with pulmonary & obstructive diseases.

Unit V
Nursing Care of the Client with Endocrine System Disorder
At the end of this unit the student will be able to:
1. Describe the ways that self-care practices affect the health and care of a client with an endocrine disorder.
2. Relate the role of the professional nurse in the care of clients with an endocrine problem in acute and long-term health care settings.
3. Discuss the growth and developmental factors that affect the planning of nursing care for clients with endocrine diseases.
4. Explain diagnostic testing related to selected endocrine diseases.
5. Apply knowledge of pathophysiology of endocrine diseases to the plan of care for clients with endocrine diseases.
6. Formulate an appropriate nursing plan of care for clients with selected endocrine system disorders.
7. Identify common medical and surgical modalities of care used in the care of clients with endocrine system dysfunctions.

Unit VI
Care of the Client with Urinary Disease
At the end of this unit the student will be able to:
1. Relate the role of the professional nurse in the care of clients with a urinary problems in the acute and long-term health care settings.
2. Incorporate concepts from other science and humanities in the nursing process of the client with urinary system disorder.
3. Discuss the growth and developmental factors that affect the planning of nursing care for clients with urinary diseases.
4. Explain diagnostic testing related to selected urinary diseases.
5. Apply knowledge of pathophysiology of endocrine diseases to the plan of care for clients with urinary diseases.
6. Formulate an appropriate nursing plan of care for clients with selected urinary system disorders.
7. Identify common medical and surgical modalities of care used in the care of clients with urinary system dysfunctions.

Unit VII
Nursing Care of the Client with Gastrointestinal Disease
At the end of this unit the student will be able to:
1. Relate the role of the professional nurse in the care of clients with gastrointestinal or hepatic-biliary problems in the acute and long-term health care settings.
2. Discuss the growth and developmental factors that affect the planning of nursing care for clients with selected gastrointestinal or hepatic-biliary diseases.
3. Explain diagnostic testing related to selected gastrointestinal or hepatic-biliary diseases.
4. Demonstrate development of the nursing plan of care for clients with gastrointestinal or hepatic-biliary system dysfunction.
5. Apply knowledge of pathophysiology of gastrointestinal or hepatic-biliary diseases to the plan of care for clients with gastrointestinal or hepatic-biliary diseases.
6. Formulate an appropriate nursing plan of care for clients with selected gastrointestinal or hepatic-biliary system disorders.
7. Identify common medical and surgical modalities of care used in the care of clients with gastrointestinal or hepatic-biliary system dysfunctions.

Unit VIII
Care of the Client with a Musculoskeletal Disorder
At the end of this unit the student will be able to:
1. Describe the ways that self-care practices affect the health and care of a client with a musculoskeletal disorder.
2. Relate the role of the professional nurse in the care of clients with a musculoskeletal problem in acute and long-term health care settings.
3. Discuss the growth and developmental factors that affect the planning of nursing care for clients with musculoskeletal diseases.
4. Explain diagnostic testing related to selected musculoskeletal diseases.
5. Apply knowledge of pathophysiology of musculoskeletal diseases to the plan of care for clients with musculoskeletal diseases.
6. Formulate an appropriate nursing plan of care for clients with selected musculoskeletal system disorders.
7. Identify common medical and surgical modalities of care used in the care of clients with musculoskeletal system dysfunctions.

Unit IX
Care of the Client with Neurological Problems
At the end of this unit the student will be able to:
1. Relate the role of the professional nurse in the care of clients with neurological problems in the acute and long-term health care settings.
2. Incorporate concepts from other science and humanities in the nursing process of the client with neurological problems.
3. Discuss the growth and developmental factors that affect the planning of nursing care for clients with neurological problems.
4. Explain diagnostic testing related to selected neurological problems.
5. Apply knowledge of pathophysiology of endocrine diseases to the plan of care for clients with neurological problems.
6. Formulate an appropriate nursing plan of care for clients with selected neurological problems.
7. Identify common medical and surgical modalities of care used in the care of clients with neurological problems.

Unit X
Care of the Client with Cancer
At the end of this unit the student will be able to:
1. Examine the pathophysiology of cancer.
2. Differentiate the role of the nurse in the prevention, detection, and diagnosis of cancer.
3. Compare the role of the professional nurse in the care of clients with breast, lung, colorectal, brain, pancreas or bone cancer.
4. Examine the nursing management of clients receiving radiation therapy, implanted radiation therapy, chemotherapy and biologic therapy and the patient teaching needed for each.
5. Formulate an appropriate nursing plan of care for clients with select cancers.
6. Assess the nutritional status and recommendations of clients with cancer in acute health care settings and at home.
7. Assess the needs and patient teaching required for the cancer patient coping with pain.
8. Appraise the “Mind, Body, Spiritual” support interventions for cancer patients, cancer survivors and their caregivers including the application of holistic nursing concepts and hospice care.

Unit XI
Care of the Client with Disorders of the Auditory or Visual Systems
Care of the Client with Male Reproductive Disorders
Care of the Client with Integumentary Disorders
At the end of this unit the student will be able to:
A/V System:
1. Evaluate the significant subjective and objective assessment data related to the visual and auditory systems that should be obtained from the patient.
2. Examine the role of the professional nurse in the care of clients with auditory or visual disorders and their patient teaching needs.
3. Differentiate normal from common abnormal findings of assessment of the visual and auditory systems.

Male Reproductive System:
4. Examine the role of the professional nurse in the care of males with reproductive disorders.
5. Formulate a plan of care for a male patient with benign prostatic hyperplasia.
6. Inventory diagnostic testing and patient teaching needs related to selected male reproductive disorders.
7. Formulate an appropriate nursing plan of care for a male client with penal, testicular or prostate cancer.
8. Compare and contrast common medical and surgical modalities of care used in the care of males with sexual function disorders.

**Integumentary System:**
9. Relate the role of the professional nurse in the care of clients with integumentary, auditory or visual disorders in acute and long-term health care settings.
10. Discuss the growth and developmental factors that affect the planning of nursing care for clients with integumentary, auditory, or visual disorders.
11. Explain diagnostic testing related to selected integumentary, auditory, and visual disorders.
12. Apply knowledge of pathophysiology of cancer to the plan of care for clients with integumentary disorders.
13. Formulate an appropriate nursing plan of care for clients with selected integumentary, auditory, or visual disorders.
14. Identify common medical and surgical modalities of care used in the care of clients with integumentary, auditory, or visual disease processes.
15. Apply knowledge of pathophysiology to the plan of care for clients with auditory and/or visual problems.

All students are responsible for the Policies and Procedures of the School of Nursing. These can be found online at [http://www.fp.sfasu.edu/nursing/](http://www.fp.sfasu.edu/nursing/)
Stephen F. Austin State University
Richard and Lucille DeWitt School of Nursing
Clinical Evaluation Tool
NUR 330: Nursing Care of Young Adult to Elderly

Student: _______________________________ Date  Fall/Spring: _________

Instructor(s): ________________________________

**Evaluation Criteria:** S = Satisfactory   U = Unsatisfactory

Ongoing clinical feedback will be provided in individual student-faculty conferences and with the weekly evaluation tool throughout the clinical rotation and will be documented on page 3.

Clinical objectives for evaluation are listed on page 2.

By the end of the clinical rotation, the student must satisfactorily demonstrate all behaviors described in the clinical objectives to pass the clinical portion of the course.

<table>
<thead>
<tr>
<th>Final Clinical Grade:</th>
<th>Final Instructor Comments</th>
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<tr>
<td>(Pass or Fail)</td>
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<tr>
<td>Instructor Signature</td>
<td>Final Student Comments</td>
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### NUR 330: Nursing Care of Young Adult to Elderly

#### Clinical Objectives

<table>
<thead>
<tr>
<th>The student will:</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
<th>DEC</th>
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<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
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<tr>
<td>1. Adhere to policies of the SON and facility as well as moral, legal and ethical standards of the profession while providing nursing care to clients and families.</td>
<td>IA IIIA IIE</td>
<td>1. Maintain strict infection control measures in clinical settings, adhering to isolation precautions when applicable and standard precautions for all clients.</td>
<td>IIIB</td>
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<tr>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td>IB</td>
<td>2. Safely administer medications according to the 8 rights and demonstrate knowledge of medications including applicable indication, interactions, and side effects.</td>
<td>IIID</td>
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<td>3. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td>3. Provide for and maintain client safety at all times in regards to environment, mobility, transfers and use of equipment.</td>
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<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
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<td>1. Relate applicable knowledge, concepts, and theories to clinical practice to assess persons and families with identified physical and or psychiatric problems.</td>
<td>IIA</td>
<td>4. Perform skills safely and efficiently under supervision of a clinical instructor or RN preceptor.</td>
<td>IIID</td>
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<td>2. Utilize the nursing process and critical thinking in provision of care to individuals and families based on analysis of available data using theoretical knowledge in collaboration with the interdisciplinary health care team.</td>
<td>IIC IIB IID</td>
<td>1. Collaboration with the interdisciplinary health care team (IDHCT) to plan and implement nursing care to individual clients and their families.</td>
<td>IVA</td>
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<td>3. Formulate goals, develop and implement plans of care for individual clients with health care needs using evidence-based practice as guidance.</td>
<td>IIC</td>
<td>2. Identify community resources and referrals in the provision of nursing care.</td>
<td>IVC</td>
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<td>4. Communicate therapeutically with clients maintaining professional boundaries. Communicate assessment findings, facts and concepts clearly in writing, documenting appropriately.</td>
<td>IIE</td>
<td>3. Establish effective working relationships with clients, faculty, staff, and peers. Assist peers/staff as needed, exhibit teamwork.</td>
<td>IVD</td>
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<td>5. Evaluate and modify the plan of care for individual clients in collaboration with the interdisciplinary health care team.</td>
<td>IIF</td>
<td>4. Serve as an advocate for clients and families with health care needs.</td>
<td>IVB</td>
</tr>
</tbody>
</table>
# NUR 330 Course Calendar/Assignments

**Regular Class Time - Wednesdays 1500-1800**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th><em><strong>Assignments</strong></em></th>
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<tbody>
<tr>
<td><strong>Jan. 19, 2016</strong>&lt;br&gt;Tues.&lt;br&gt;1300-1600&lt;br&gt;Rm 115</td>
<td>Class Overview&lt;br&gt;Syllabus Review&lt;br&gt;Clinical Info: NPSG, Clinical Binders</td>
<td><strong>Bring a copy of the Syllabus</strong>&lt;br&gt;<strong>Bring blue binder with 8-10 dividers, pen, paper and a highlighter</strong>&lt;br&gt;Read powerpoint (in D2L under N330): Blue Folder prior to this class&lt;br&gt;<strong>We will meet in clinical groups for hospital orient/forms at end of review</strong></td>
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<td><strong>Jan. 20</strong>&lt;br&gt;Wed&lt;br&gt;0800-1730</td>
<td>Clinical on Campus&lt;br&gt;SIM Man Orient, NGT, Central Lines, IVPB Practice</td>
<td>For Lab dress in uniform scrubs and wear name badge&lt;br&gt;Bring stethoscope, pen light, watch with second hand. Do this for all lab activities unless specifically told otherwise.&lt;br&gt;&lt;br&gt;For SimMan Orientation: watch SimMan 3G Orientation video on D2L&lt;br&gt;For NG, IV, Central Line Dressing Change/Care: watch demonstrations and skills videos posted on D2L&lt;br&gt;<strong>On D2L, go to Clinical Information-Clinical on Campus-Skills Videos/3G Orient to review:</strong>&lt;br&gt;-Sim Man Orient&lt;br&gt;-Nasogastric Tube Insertion demo&lt;br&gt;-Central Line Dressing Change demo&lt;br&gt;-Video Assignments on DVDs (has instructions for watching skills videos that accompany Wilkinson &amp; Treas, <em>Fundamentals of Nursing</em>)&lt;br&gt;-Head to Toe Assessment video&lt;br&gt;You will need to download the free version of real player® to view videos.</td>
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<td><strong>Jan. 25</strong>&lt;br&gt;Monday&lt;br&gt;TBA&lt;br&gt;Sim Lab</td>
<td>Clinical on Campus&lt;br&gt;Medication Administration Lab 1</td>
<td>For all Lab activities, dress in uniform scrubs&lt;br&gt;Look up and complete all assignments on D2L listed under Clinical Information-Clinical on Campus-Med lab 1 Assignments. Know what drugs are given for, side effects, what vital signs/labs are needed for safe med administration. Review drug calculations, including IV drugs. Bring stethoscope, both drug books, watch with second hand.&lt;br&gt;&lt;br&gt;This week hospital orientations will be announced by your clinical instructor. All documentation must be turned in to your instructor by Wed. Feb. 3.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Instructions</td>
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<td>Jan. 27</td>
<td>Unit II Lecture Rm 115</td>
<td>Cardio-- Review: Ch 32, Read: Ch 33- 738-759, Ch 34- pp. 761-794</td>
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<td><strong>Study Guide</strong>- Ch.33-6,7,12,17 Ch.34- 3,4,6,13,15,17,19,22,27,29,32</td>
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<td>Jan. 29</td>
<td>Clinical On Campus Admission Assessment Lab</td>
<td>For all Lab activities, dress in uniform scrubs</td>
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<td>Bring stethoscope, watch, drug book:</td>
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<td>Clinical Information- Clinical on Campus</td>
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<td>Clinical Forms- Admission Assessment</td>
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<td>Feb. 2</td>
<td>Clinical on Campus IV Insertion Skills Practice</td>
<td><strong>On D2L, go to Clinical Information-Clinical on Campus-Skills Videos/3G Orient to review:</strong></td>
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<td>-IV Insertion demo</td>
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<td>-Video Assignments on DVDs</td>
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<td>(has instructions for watching skills videos that accompany Wilkinson &amp; Treas, Fundamentals of Nursing)</td>
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<td>You will need to download the free version of real player® to view videos.</td>
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<td>Feb. 3</td>
<td>Clinical on Campus Open Lab Skills Practice: IV, NGT, Central Line Dressings</td>
<td>For Lab dress in uniform scrubs</td>
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<td>This is not a mandatory lab but one in which you may practice the skills you have recently learned.</td>
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<td><strong>Study Guide</strong>- Ch.35-9,10,12,15,17,18 Ch.36-19, 22-24,28,29 Ch38: - 4, 9,19,20,21,26,28,29,30,32</td>
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<td>Feb. 4</td>
<td>Clinical on Campus Skills Check-Off: IV, NGT, Central Line Dressings</td>
<td>Dress in uniform scrubs for check-offs. Bring skills check-off forms out of your blue binder for all three skills.</td>
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<td>Review schedule for your specific time</td>
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<td><strong>Come ready to check-off on skills</strong></td>
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<td>Feb. 5</td>
<td>Clinical On Campus SIM 1</td>
<td>Dress in uniform scrubs</td>
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<td>Bring stethoscope, watch, drug book</td>
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<td>Complete SIM 1 Assignment posted on D2L:</td>
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<td>Clinical Information-Clinical on Campus-SIM 1 Assignment</td>
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<td>Date</td>
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<td>Feb. 10</td>
<td>Wed</td>
<td>Lecture Rm115</td>
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<td>Feb. 11</td>
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<td>Clinical On Campus</td>
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<td>0830-1430</td>
<td>SIM 2</td>
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<td>Feb. 17</td>
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<td>Lecture Rm115</td>
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<td>Feb. 19</td>
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<td>Lecture Rm 115</td>
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<td>Feb. 24</td>
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<td>Feb. 26</td>
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<td>Clinical On Campus</td>
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<td>830-1430</td>
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<td>Mar. 2</td>
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<td>Mar. 9</td>
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<td><strong>March 30</strong>&lt;br&gt;<strong>Wed</strong>&lt;br&gt;1500-1700&lt;br&gt;Rm 115</td>
<td>EXAM 3</td>
<td>Evolve Patient Reviews - Due immediately prior to the start of the exam&lt;br&gt;Choose 3 (see syllabus) (Retake until 75 minimum, print result page and put in blue notebook)</td>
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<tr>
<td><strong>March 30</strong>&lt;br&gt;<strong>Wed</strong>&lt;br&gt;1500-1700&lt;br&gt;Rm 115</td>
<td>EXAM 3</td>
<td>Evolve Patient Reviews - Due immediately prior to the start of the exam&lt;br&gt;Choose 3 (see syllabus) (Retake until 75 minimum, print result page and put in blue notebook)</td>
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<tr>
<td><strong>April 6</strong>&lt;br&gt;<strong>Wed</strong>&lt;br&gt;1500-1800&lt;br&gt;Rm 115</td>
<td>Unit VIII&lt;br&gt;Musc/Skel [KB]</td>
<td>Review Ch 62 Read Chapters 63, 64, and 65&lt;br&gt;Study Guide Ch 62: 6-8, 12-15 Ch 63: 4, 6-8, 10-12, 14-16, 20, 21, 23-39&lt;br&gt;Ch 64: 1-7, 9-11, 13-17 Ch 65: 1, 2, 4-11, 14-18, 20, 22-30, 33-35</td>
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<td><strong>April 13</strong>&lt;br&gt;<strong>Wed</strong>&lt;br&gt;1500-1800&lt;br&gt;Rm 115</td>
<td>Unit XI&lt;br&gt;Skin/ Male&lt;br&gt;Repro/AV [CA]</td>
<td>Review: Chapter 21 pp. 368-385, Read Chapter 22 pp. 386-413&lt;br&gt;Read Chapter 55 pp. 1307-1333 Chapter 23 Read Chapter 24&lt;br&gt;Study Guide Ch 21: 8, 11, 13, 14, 16, 18, 21, 26, 27 Ch 22: 2, 3, 5, 7, 12, 17, 19, 20, 21, 23, 26, 27, 29, 30, 31, 32, 35 Ch 55: 1-8, 10-16, 21, 22, 23, 25, 26&lt;br&gt;Ch 23: 4, 7, 9, 10, 12 Ch 24: 1-5, 8-12, 14-16, 18-20, 22</td>
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<td><strong>April 20</strong>&lt;br&gt;<strong>Wed</strong>&lt;br&gt;1500-1800&lt;br&gt;Rm 115</td>
<td>Unit X&lt;br&gt;Cancer [CA]</td>
<td>Ch 16 pp. 247-284; and Ch 28 Lung Ca. pp. 535-541; Ch 57 Brain Tumors pp. 1375-1379; Ch 44 Pancreatic Ca. pp. 1035-1041; Ch 43 Colorectal Ca. pp. 985-990; Ch 52 Breast Ca. pp. 1243-1259.&lt;br&gt;Study Guide: Ch 16 pp. 55-3, 13, 18, 21, 24, 25, 27, 28, 29, 30, 31 Ch. 52-17, 18, 19 Ch 28: 20; Ch 43: 28, 29; Ch 44: 45; Ch 52: 11, 13, 15, 18</td>
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<td><strong>April 25</strong>&lt;br&gt;<strong>Mon</strong>&lt;br&gt;0800-1500&lt;br&gt;Sim Lab (ALL Students) See schedule</td>
<td>Clinical on Campus Medication Administration Lab 2</td>
<td>For Lab dress in uniform scrubs&lt;br&gt;Look up and complete all assignments on D2L listed under Clinical Information-Clinical on Campus-Med lab 2 Assignments. Know what drugs are given for, side effects, what vital signs/labs are needed for safe med administration. Review drug calculations, including IV drugs. Bring stethoscope, drug books, watch with second hand.</td>
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<td><strong>April 27</strong>&lt;br&gt;<strong>Wed</strong>&lt;br&gt;1100-1300&lt;br&gt;Rm TBA</td>
<td>HESI Review (Optional) [JS]</td>
<td>This is a review of test taking strategies that some have found useful in preparing for the HESI. It is not a review of content. Please review all your slides and previous content as your final exam will cover all these subjects with questions written by the HESI personnel.</td>
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### April 29
**Fri**
**1000**
**Rm 115**

**EXAM 4**  
Covers all information in Units VIII, X, XI

Evolve Patient Reviews - Due immediately prior to the start of the exam  
Choose 3 (see syllabus)  
(Retake until 75 minimum, print result page and put in blue notebook)

**Final day to turn in Blue Binder with completed material.**

### Clinical Evals begin week of May 2 - Sign up for date/time in binder at front desk.

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<th>May 2 and 3</th>
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<tr>
<td><strong>Mon &amp; Tues</strong></td>
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<tr>
<td><strong>Clinical Evaluations</strong></td>
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<td>Sign up for times</td>
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Meet with your clinical instructor.

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<th>May 11</th>
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**HESI FINAL**  
Comprehensive Exam

**HESI NCLEX Questions (200) are due before exam.**

Make sure you know your evolve log on and password.

**Good Luck!**