Stephen F. Austin State University  
DeWitt School of Nursing  
BASIC NURSING CARE OF ADULT CLIENTS SYLLABUS  
Course Number:  NUR 306  
Section Number(s):  001 – 009  
Clinical Sections:  010 – 018  
Fall 2010  

Course Instructors:  
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Mrs. Michelle Klein, MSN, RN  
Ms. Kay McRae, MSN, RN  
Mrs. Mary Pack, MSN, RNC  

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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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Class meeting time and place:
Lecture: Tuesday 1300-1600
Clinical: Wednesday, Thursday, and Friday
Location TBA
Textbooks and Materials:

Required Textbooks and References:


Lab Supplies required and coordinated with N307 Health Assessment.

Optional Textbooks:


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, NUR 305, Admission to Nursing Program

Co-requisites: NURS 307, NURS 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.

**Course Requirements:** *NO LATE ASSIGNMENTS WILL BE ACCEPTED*
*See Course/Clinical Assignment Schedule for due dates*

1. Weekly Clinical Practicum Concept Maps and supporting documentation
2. Medication/Calculation Packets, Class Assignments, Reflective Journal, Evaluations
3. Evolve-Elsevier Case Studies

Concept Maps and supporting documentation: Due in your current clinical instructor’s box by the following Monday after clinical, by 0900. **The Concept Map must be typed and no smaller than 10 font accepted.** Additional required documentation may be neatly handwritten.
Case Studies (required): You will have one attempt to complete each case study. The case study is due by Monday at midnight for the week it is assigned, therefore electronic submissions must be completed and time stamped by 2400. NO LATE ASSIGNMENTS WILL BE ACCEPTED. Please consult your syllabus unit content and assignment schedule to determine when each case study is due.

Course Evaluations: Online evaluations completed 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)
http://www.fp.sfasu.edu/nursing/studentpolicies.htm

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<tr>
<th>Exams</th>
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<td>Exam 1</td>
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<td><strong>CAT (Hesi) Achievement (May be used as Final Exam)</strong></td>
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<td>Clinical Concept Map (4@40pts each)</td>
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<td>Concept Map Assignment</td>
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<td>Process Recording</td>
<td>15</td>
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<td>SBARR Assignment</td>
<td>10</td>
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<td>I&amp;O Assignment</td>
<td>10</td>
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<tr>
<td>Braden Scale Assignment</td>
<td>10</td>
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<td>Syllabus Quiz</td>
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<td>Evaluations</td>
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<td>Reflective Journal (8@5pts each)</td>
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Medication/Calculation Packets (#1 and #2) 50
HESI Case Studies 100
Total assignment/extra work points 450

Total Course Points 1,000

*Students must achieve a minimum passing score 90% on the pharmacology math/calculation exam in order to attend clinical. Students will receive an “F Day” for each day of clinical until the minimum passing score of 90% is met.

** All students are required to take the HESI Achievement Test.
On completion of the HESI Achievement Test, each student has the option of selecting the HESI Conversion Score or the Final Comprehensive Exam for his/her Final Exam grade.
Each student must declare the HESI Achievement Conversion Score to be used as a Final Exam grade before the Final Comprehensive Exam.
BEFORE the Final Comprehensive Exam is administered, each student must sign a form indicating the option the student selects for his/her final exam grade.

Remediation Guidelines for End-of-Course HESI
1. If a student scores greater than or equal to the national BSN program average HESI score on the end-of-course HESI, no remediation is required.
2. If a student scores below the national BSN program average HESI score on the end-of-course HESI but has earned greater than a 79 weighted test average in the course, no remediation is required.
3. If a student scores below the national BSN program average HESI score on the end-of-course HESI and has less than or equal to a 79 weighted test average in the course, an incomplete will be given in the course and remediation will be required. After successful completion of the Evolve Apply online remediation and practice question sets assigned by the instructor, the incomplete will be removed and the student may progress in the nursing program.

Exams:
Attendance for exams is mandatory. If an absence is required, the student is responsible for notifying the instructor at least one hour prior to the exam with an acceptable reason. The student must contact the instructor within 2 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 alternate exam format for make-up exams.

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

Exams 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 90 minutes to complete each exam. (1.8 minutes per question). Students will be able to review any incorrect questions and rationales at the time of the test only. After that time, questions
can no longer be reviewed. The HESI final (if one is given) will not be available for review. Students will be able to view rationale for teacher-written finals immediately after the final. Unexcused absences from exams will not be made up.

**Testing Expectations**—NO hats, NO drinks or food, NO calculators, NO sunglasses, NO headphones or IPODs, NO note cards with information on content are allowed. Backpacks will be placed in designated area in testing room, cell phones **turned off** and left with backpack, earplugs allowed, may bring a pencil, paper will be supplied. Please visit the restroom before the test. **Students who arrive late will complete the test without time extension within the allotted testing period.** 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. **Testing is never a joint effort in this course.**

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

**Academic Integrity (A-9.1)** [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
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 complete university policy A-9.1 [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**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/](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 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, filed 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

We also consider texting, checking social networks, and surfing the internet during class disruptive behaviors. You will be asked to stop one time and then you will be asked to leave the class for the rest of that class day.

We welcome pertinent questions before, during, and after class as well as via MyCourses email. We believe if one student has a question, others probably have the same question but haven’t asked. However, we do NOT welcome whispering (we call it “buzzing”) among students during class presentations. This is distracting to the faculty and your classmates. Therefore, 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.

**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 back of the syllabus for additional clinical information.
Clinical Requirements: Clinical Hours: Total of 126 hours of clinical practicum per semester.

Clinical Assignments: NO LATE ASSIGNMENTS WILL BE ACCEPTED
1. Concept Maps and supportive documentation
2. Evolve Patient Reviews by Elsevier
3. Reflective Journal

Patient Reviews: These are pass/fail and are a requirement for successful completion of clinical hours. Averaging less than 3.5 hours per week for each Patient Review will result in insufficient clinical hours. Instructors will review each student's logs. Not meeting the required clinical hours will result in additional clinical hours assigned at the end of the semester. The assigned Patient Review must be completed by Thursday at midnight (2400) in order to receive a passing score for that week. Failure to complete the assignment will result in a clinical failure for that week. Students are encouraged to explore the answers and rationales provided to facilitate their learning experience.

Reflective Journals: Eight reflective and substantive entries are required, one for each week in the clinical setting. Electronic submissions via MyCourses/Blackboard are due by Friday at MN (2400) for that week of clinical.

Voice Recording Policy
Lectures may be voice recorded only with the consent of the lecturing faculty prior to the start of that lecture class. 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

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 or collaborating on 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 and/or case study.
- Helping another person complete any course assignment and/or case study.
• Logging into computer programs and/or signing for another student on computer or the roster.

In accordance with University policy, we will submit cases of suspected cheating and plagiarism to the Level One Coordinator and/or Director of the School of Nursing or the designee.
Unit 1: Asepsis and Hygiene

Prerequisite knowledge for asepsis: Microbiology course.

Objectives for asepsis:
1. Diagram the chain of infection.
2. Identify the body’s normal defenses against infection.
3. Examine risks for hospital acquired infections (HAI).
4. Compare medical and surgical asepsis.
5. Utilize the nursing process with clients who have infection.
6. Apply standard precautions and CDC Isolation Precautions in care of clients.

Objectives for hygiene:
1. Differentiate factors influencing personal hygiene.
2. Apply the nursing process to common problems related to hygienic care.
3. Contrast the various types of baths.
4. Select the specific ways nurses help clients with hygiene.
5. Identify safety and comfort measures underlying bed-making procedures.

Required Activities for Asepsis:
   ▪ Basic Skills Disk
      ○ Basic Infection Control

Evolve Case Study 1: Hepatitis
Evolve Case Study 3: HIV and Tuberculosis

Required Activities for Hygiene:
   ▪ Basic Skills Disk
      ○ Bathing – All sections
      ○ Bedmaking – All sections
      ○ Personal Hygiene and Grooming – All sections

Unit 2: Wellness/Illness/Lifespan

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

Objectives:
1. Define key terms: acute & chronic illness, health, health behaviors, health promotion, illness, illness behaviors, illness prevention, and risk behaviors.
2. Examine the two general public health goals for Americans in Healthy People 2010.
3. Examine variables influencing health beliefs and practices.
4. Differentiate the three levels of preventive care.
5. Plan nursing interventions related to physiological, cognitive, and psychosocial changes of aging from adolescence to elderly adults.

**Required Activities:**


**Unit 3: Mobility/Activity/Safety**

**Objectives:**
1. Illustrate factors influencing body alignment and activity.
2. Assess activity-exercise pattern, alignment, and mobility capabilities and limitations.
3. Utilize proper body mechanics when positioning, moving, lifting, and ambulating clients.
4. Develop nursing diagnoses for activity, exercise, and mobility problems.
5. Compare and contrast examples of diseases that may impact the client’s ability to remain mobile.
6. Examine measures to prevent falls.
7. Evaluate the use and legal implication of restraints.

**Required Activities for Mobility/Activity/Safety:**


- Basic Skills Disk  
  - Safe Patient Handling – All sections  
  - Restraints and Alternatives – All sections

**Evolve Case Study 2: Mobility**

**Evolve Patient Review 1:** – refer to course/clinical assignment schedule

**Unit 4: Nursing Process and Concept Maps**

**Objectives:**
1. Differentiate the relationships among the nursing process, critical thinking, the problem-solving process, and the decision-making process.
2. Utilize the five components of the nursing process via assessments and concept maps.
3. Demonstrate usage of the five components of the nursing process.
4. Identify the components of a nursing diagnosis and distinguish differences of nursing, medical, and collaborative diagnoses.
5. Illustrate the five components of a health care provider order.
6. Assemble the components of a concept map.
7. Differentiate types and organization of data.
8. Demonstrate completion of a concept map.

**Required Activities:**
Carpenito-Moyet, L. J. (2010). *Nursing diagnosis application to clinical practice*: Section I.

Assignment: Class Concept Map will be assigned in class.

**Unit 5: Medications and Calculations**

**Objectives:**
1. Appraise legal aspects of administering medications.
2. Evaluate physiologic factors and individual variables affecting medication action.
3. Demonstrate various routes of medication administration.
4. Identify essential parts of a medication order.
5. Use abbreviations commonly used in medication orders.
6. Utilize the "rights" to accurate medication administration.
7. Critique physiologic changes in older adults that alter medication administration and effectiveness.
8. Inventory equipment required for parenteral medications.
9. Apply systems of measurement used in the administration of medications.
10. Distinguish sites used for subcutaneous, intramuscular, and intradermal injections.

**Required Activities:**
  - Advanced Skills Disk
    - Safe Medication Administrations - All sections
    - Nonparenteral Medication Administration – All sections
    - Injections – All sections

**Evolve Patient Review 2:** – refer to course/clinical assignment schedule

**Evolve Patient Review 11:** – refer to course/clinical assignment schedule

**Medication/Calculation Packet #1 - assigned previous to lecture and due in class.**
Unit 6: Urinary and Bowel Elimination

**Prerequisite Knowledge:** Review pages 1175-1177 in text

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:**

1. Assess a client’s elimination pattern.
2. Distinguish normal from abnormal characteristics and constituents of feces.
3. Investigate factors that influence fecal elimination and patterns of defecation.
4. Prioritize essentials of fecal stoma care for clients with ostomies.
5. Utilize critical thinking in the provision of care to clients with alterations in bowel elimination.
6. Recognize and educate client and family on issues concerned with physiological changes related to aging on the gastrointestinal systems and methods to deal with these issues; specifically constipation.

**Objectives for Urinary Elimination Lecture:**

7. Prioritize the care of clients with retention catheters or urinary diversions.
8. Evaluate results of diagnostic tests of the urinary system.
10. Determine measures that maintain normal elimination (I&O) patterns.
11. Utilize critical thinking in the provision of care to clients with alterations in bladder and bowel elimination.
12. Recognize and educate client and family on issues concerned with physiological changes related to aging on the renal and gastrointestinal systems and methods to deal with these issues; specifically urinary incontinence and constipation.

**Required Activities:**


*Use the Media Resources Listed on page 1174 of text to enhance learning.

*Be able to use the terms listed on page 1174 because they will be used during testing.

*Download instructor’s power point presentation before class to enhance your note taking.


- Basic Skills Disk
  - Elimination Assistance – All Sections
  - Nutrition and Fluids
    - Measuring Intake and Output
- Intermediate Skills Disk
  - Enteral Nutrition
    - Inserting a nasogastric tube
- Providing Enteral feedings
- Removing a feeding tube
  - Ostomy Care
    - Pouching a colostomy
    - Pouching a Ureterostomy
  - Specimen Collection
    - Collecting a Midstream Urine Specimen
    - Performing a Fecal Occult Blood Testing

**Evolve Case Study 4:** Constipation

**Evolve Case Study 5:** Urinary Patterns

**Evolve Patient Review 3:** – refer to course/clinical assignment schedule

*Evolve Patient Review 7:* – refer to course/clinical assignment schedule

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**Unit 7: Skin Integrity/Wound Care**

**Objectives:**
1. Compare assessment data pertinent to clients with actual or potential skin integrity problems.
2. Compose actual and potential nursing diagnoses related to skin integrity.
3. Formulate long term and short term goals for clients with actual or potential skin integrity nursing diagnoses.
4. Compare and contrast independent, dependent, and collaborative nursing interventions relative to identified goals for clients with actual or potential skin integrity nursing diagnoses.
5. Critique nursing interventions related to actual or potential skin integrity nursing diagnoses.
6. Evaluate goals of clients with actual or potential skin integrity nursing diagnoses.

**Required Activities:**
- Intermediate Skills Disk
  - Wound and Pressure Ulcer care—All sections
  - Collecting a specimen
    - Wound culture

**Assignment:** Skin Assessment Braden Scale

**Evolve Case Study 6:** Skin Integrity

**Evolve Patient Review 4:** – refer to course/clinical assignment schedule
Unit 8: Fluid & Electrolytes / Lab Tests

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

Required Activities:

Assignment: Intake and Output (I&O) - to be completed during post conference and turned in with clinical folder the following Monday morning to your clinical instructor.

Evolve Case Study 7: Fluid Balance.

Evolve Patient Review 5: – refer to course/clinical assignment schedule

Unit 9: Oxygenation and Circulation

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

Objectives:
1. Analyze assessment data pertinent to clients with actual or potential cardiovascular or respiratory problems.
2. Compare and contrast the most common cardiac and respiratory conditions of the adult client.
3. Differentiate the physiological processes of common cardiac and respiratory conditions.
4. Demonstrate different oxygen delivery methods.
5. Examine adventitious respiratory and cardiac sounds which clients may present.
6. Apply the nursing process to promote a client’s respiratory and cardiac condition.
7. Differentiate independent, dependent, and collaborative nursing interventions relative to clients with actual or potential cardiovascular and respiratory nursing diagnoses.

**Required Activities:**
- Intermediate Skills Disk
  - Respiratory Care and Suctioning
    - Ensuring Oxygen Safety
    - Setting Oxygen Flow Rates
    - Applying a Nasal Cannula or Face Mask
  - Specimen Collection
    - Collecting a Sputum Specimen

**Evolve Case Study 8:** Breathing Patterns

**Evolve Patient Review 6:** - refer to course/clinical assignment schedule

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**Unit 10: Health Care Delivery Systems/Client Education/Communication/Documentation**

**Objectives for Health Care Delivery Systems:**
1. Compare various systems of payment for health care services.
2. Survey the relationship between levels of health care and levels of prevention.
3. Discuss the concepts of competencies, quality improvement, NPSG’s and Core Measures in health care delivery.

**Objectives for Client Education:**
1. Illustrate the requirements and purposes of client education in health care delivery.
2. Appraise the principles of teaching and learning.
3. Integrate the teaching process into the nursing process.

**Objectives for Communication:**
1. Discuss communication and how it relates throughout the nursing process.
2. Examine nursing care measures for clients with special communication needs.
3. Examine the components of SBARR and hand off communication to enhance communication between caregivers.

**Objectives for Documentation:**
1. Discuss confidentiality in relation to documentation and reporting.
2. Demonstrate quality documentation and methods of recording.
3. Examine the role of informatics and the electronic health record in health care delivery.

**Required Activities:**
Use the Media Resources to enhance learning.
Be able to use the terms listed at the beginning of each chapter because they will be used during testing.
Download instructor’s power point presentation before class to enhance your note taking.

Assignment: SBARR Communication - Weekly clinical documentation to include: Patient Assessment, MAR, SBARR, Narrative nurses notes, and Concept maps.

Assignment: Process Recording – due with clinical folder to your clinical instructor

*Evolve Patient Review: refer to course/clinical assignment schedule

Unit 11: Sensory/Sleep

Prerequisite Knowledge: Review pages 1343—1346 in text for sensory and pages 1029-1031 for sleep
1. Describe the structure and function for normal hearing and vision.
2. Describe common sensory deficits.
3. Describe the physiological aspects of sleep.

Objectives for Sensory lecture:
1. Examine the relationship of sensory function to an individual’s level of wellness.
2. Compare and contrast common sensory changes that normally occur with aging.
3. Examine factors to assess in determining a client’s sensory status.
4. Evaluate ways to maintain a safe environment for clients with sensory deficits.

Objectives for Sleep lecture:
1. Compare and contrast the sleep requirements of different age-groups.
2. Formulate a sleep history for a client and identify factors that disrupt/promote sleep.
3. Compare characteristics of common sleep disorders.
4. Analyze and discuss 3 types of sleep apnea.

Required Activities:

*Use the Media Resources to enhance learning.
Be able to use the terms listed at the beginning of each chapter because they will be used during testing.
Download instructor’s power point presentation before class to enhance your note taking.

Evolve Case Study 9: Sensory
Evolve Case Study 10: Sleep Pattern

Evolve Patient Review 8: refer to course/clinical assignment schedule
Unit 12: Legal and Ethical

Objectives for Legal and Ethical Issues in Nursing:
1. Illustrate sources of laws and types of laws.
2. Demonstrate ways the nurse practice act, standards of care, and agency policies and procedures effect the scope of nursing practice.
3. Analyze the purpose and essential elements of informed consent.
4. Explain the nurse’s legal responsibilities within the scope of nursing.
5. Differentiate crimes from torts and negligence and malpractice.
6. Illustrate how cognitive development, values, moral frameworks, and codes of ethics affect moral and ethical decisions in nursing.
7. Assess the uses and limitations of professional codes of ethics.
8. Compare common ethical issues currently facing health care professionals.

Required Activities:

Unit 13: Nutrition

Prerequisite knowledge: Review from nutrition class
1. Identify five food groups and foods included in each for recommended nutrition for health (Food Pyramid).
2. Identify fat-soluble vitamins and food containing each.
3. Identify water-soluble vitamins and food containing each.
4. Identify three major nutrients of man’s diet, i.e. fats, carbohydrates, and protein and food containing each.
5. Identify significance of saturated fats, unsaturated fats, and polyunsaturated fats.

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

Required Activities:
nutrition: A nursing approach. St. Louis: Mosby. (on Reserve in library) Selected readings. (optional reading)

- Basic Skills Disk
  - Nutrition and Fluids
    - Assisting with Meals
    - Taking Aspiration Precautions
- Intermediate Skills Disk
  - Enteral Nutrition
    - Providing Enteral Feedings
    - Removing a Feeding Tube

Evolve Case Study 11: Altered Nutrition

Evolve Patient Review 9: - refer to course/clinical assignment schedule

Unit 14: Pain Management/Perioperative Nursing

Objectives:
1. Compare the phases of the perioperative experience.
2. Determine essential aspects of preoperative assessment, NPO, and preoperative education.
3. Critique evidence based practice protocols for impact on safety and quality outcomes for the perioperative client including preparing the client physically and emotionally for surgery.
4. Analyze ongoing nursing assessments and interventions for the postoperative client.
5. Prioritize wound care for a postoperative client.
6. Evaluate pain assessment using pain scales and relevant client data.
7. Formulate nursing goals and diagnoses related to pain.
8. Perform and evaluate nursing interventions related to nursing diagnoses of pain.
9. Communicate effectively, respectfully, and compassionately with older adults and their families and adopt the concept of individualized care as the standard of practice with older adults in the perioperative setting; specifically with pre and post-op teaching, medication reconciliation, surgical positioning, skin integrity, pain management, and post-op care needs.

Required Activities:

*Use the Media Resources to enhance learning.
*Be able to use the terms listed at the beginning of each chapter because they will be used during testing.
*Download instructor’s power point presentation before class to enhance your note taking.
  ▪ Basic Skills Disk
    o Vital Signs
      ▪ Assessing pain
  ▪ Intermediate Skills Disk
    o Preoperative Nursing Care – All sections
    o Postoperative Nursing Care – All sections

Evolve Case Study 12: Pain
Evolve Case Study 13: Perioperative Client

Evolve Patient Review 10: - refer to course/clinical assignment schedule

Unit 15: Stress/Sexuality/Self Concept

Objectives for Stress/Sexuality:
1. Evaluate the three stages of Selye's general adaptation syndrome.
2. Analyze physiological, psychological, and cognitive indicators of stress.
5. Examine the process of crisis intervention.
6. Develop a plan of care for clients experiencing stress.
7. Illustrate how stress in the workplace can affect the nurse.
8. Examine personal attitudes, beliefs, and biases related to sexuality.
9. Analyze the nurse’s role in maintaining or enhancing a client’s sexual health.
10. Evaluate potential causes of sexual dysfunction.
11. Develop a plan of care for clients with alterations in sexuality.

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

Required Activities:
Unit 16: Spirituality and Grief

Objectives:
1. Analyze types and sources of losses.
2. Point out the nurse’s role in assisting clients with problems related to loss, death, and grief.
3. Compare and contrast the phases of grieving from Kubler-Ross, Bowlby, and Worden.
4. Summarize the types of grief.
5. Differentiate reasons for the need for improved end-of-life care for clients.
6. Examine the essential aspects of the Patient’s Self-Determination Act.
7. Analyze principles of palliative care.
8. Compare research findings that suggest spiritual practices influence clients’ health status.
9. Compare and contrast the concepts of religion and spirituality.
11. Compare the risks and benefits of including spiritual intervention in nursing care.

Required Activities:

Evolve Case Study 14: Loss, Grief, Death

Unit 17: Cultural and Ethnicity/ Cultural and Alternative Therapies

Cultural Lecture Objectives:
1. Use a cultural assessment to identify factors relating to values, beliefs, and health practices and demonstrate interventions that achieve culturally congruent care and methods to develop cultural competence.
2. Compare and contrast factors related to communication with culturally diverse clients and colleagues.
3. Recognize one’s own and others’ attitudes, values, and expectations about aging and their impact on care of older adults and their families.

Objectives for Complementary and Alternative Therapies lecture:
1. Determine the concepts of holism and the goal of holistic nursing.
2. Distinguish between complementary and alternative therapies.
3. Assess a client’s use of herbal medication and investigate current evidence based practice interventions related to herbal remedies and safe /unsafe practices.

Required Activities:
*Use the Media Resources to enhance learning.
*Be able to use the terms listed at the beginning of each chapter because they will be used during testing.
*Download instructor’s power point presentation before class to enhance your note taking*

**Nursing 306**

**Basic Nursing Care of Adult Clients – Practicum**

**Clinical Learning Objectives:**
By conclusion of the semester, the student will be able to:

1. Utilize the nursing process to develop an individualized, prioritized nursing care plan and concept map.
2. Integrate knowledge from prerequisite and co-requisite courses to enhance his/her understanding of client problems.
3. Demonstrate proficiency in basic nursing skills.
4. Demonstrate the ability to document evidence of utilization of the nursing process in the client record.
5. Demonstrate the ability to interact appropriately and professionally with clients and members of the health care team.
6. Demonstrate medication administration proficiency in all routes with exception of intravenous medications.

**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.
Clinical, laboratory, and simulation experiences are considered a portion of the clinical practicum.
To receive a passing clinical grade, the nursing student must:
1. Successfully complete clinical skills, weekly clinical, and laboratory assignments.
2. Complete a clinical skill final (if not completed in a clinical setting) with successful performance of each of the following fundamental skills:
   A. Administer medications by all routes except intravenously.
   B. Position a client in bed and transfer a client with a disability out of bed.
   C. Perform a sterile or clean dressing change.
   D. Insert a urinary catheter.
   E. Perform a focused bedside assessment.
   Students are given three (3) chances to pass each of the skills
3. Display behaviors in accordance with the policies and procedures listed in the School of Nursing Student Handbook and clinical facilities.
4. Show evidence of adequate preparation for each clinical experience which includes necessary equipment for patient care and assessment.
5. Perform safe patient care at all times.
6. Attend all clinical/labs wearing uniform, name tag, and watch.

Failure to pass clinical evaluations will constitute failure of the clinical/practicum.
Grading Policy
Clinical  Pass/Fail

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.fp.sfasu.edu/nursing/studentpolicies.htm

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 will be completed to encourage continued knowledge and skill proficiency and signify an overall completion of clinical objectives. Weekly formative and end of semester summative evaluations will be utilized.

Clinical Evaluation Tools: - refer to Clinical Folder for forms in N306
MyCourses/Blackboard
  Assessment Tool
  Skills Checklists
  Concept Maps
  Patient Care Documentation
  Simulation Assignment(s)

LATE WORK WILL NOT BE ACCEPTED.
Failure to turn in the required clinical documentation by 0900 on the following Monday will result in a clinical F-DAY.

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.fp.sfasu.edu/nursing/studentpolicies.htm
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 notify the agency and the instructor and leave a contact number for the student to be reached.
MINI LABS: Additional required lab experiences for in-depth integration of concepts. Refer to Course/Clinical Assignment Schedule

Clinical on Campus (COC)

**Asepsis Lab Practicum - Clinical on Campus (COC)**
(Handwashing and Sterile Gloving)

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

**Required Activities for Asepsis:**
- Basic Skills Disk
  - Basic Infection Control

**Hygiene and Mobility Lab Practicum - (COC)**
(Transfers/Beds/Baths)

Objectives:
1. Identify principles of establishing and maintaining a sterile field.
2. Apply concepts of hygiene during bed bath, assisted bath, and shower.
3. Demonstrate making an occupied and unoccupied bed with safety and comfort.
4. Demonstrate body alignment for standing, sitting, and lying.
5. Perform positioning techniques for the supported Fowler’s, supine, prone, side-lying, and Sim’s position, log rolling, and use of trapeze bar.
6. Perform the procedure for transferring a client from bed to chair with and without a disability.
7. Correctly apply restraints.

**Required Activities for Hygiene:**
- Basic Skills Disk
  - Bathing – All sections
  - Bedmaking – All sections
  - Personal Hygiene and Grooming – All sections

**Required Activities for Activity, Exercise, Mobility & Safety:**
- Basic Skills Disk
  - Safe Patient Handling – All sections
  - Restraints and Alternatives – All sections
Urinary and Fecal Laboratory Practicum - (COC)
(Catheters and Enemas)

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 24 hour client Input and Output.

Required Activities for Urinary and Bowel Elimination
- Basic Skills Disk
  - Elimination Assistance – All Sections
  - Nutrition and Fluids
    - Measuring Intake and Output
- Intermediate Skills Disk
  - Ostomy Care
    - Pouching a Colostomy
    - Pouching a Ureterostomy
  - Specimen Collection
    - Collecting a Midstream Urine Specimen
    - Performing a Fecal Occult Blood Testing

Medication Clinical Laboratory Practicum - (COC)

Learning Objectives:
1. Review guidelines for safe administration of medications.
2. Perform the 8 rights of medication administration.
3. Perform aseptic technique in preparing and administering oral medications.
4. Explain the importance of proper selection of syringes and needles for injection.
5. Discuss factors to consider when selecting injection sites.
6. Correctly prepare an injectable medication from a vial and an ampule.
7. Describe essential steps for safely administering parenteral medications by
   intradermal, subcutaneous, and intramuscular.
8. Correctly administer a subcutaneous, intramuscular, and intradermal injection

Bring your lab kit for medications, a fat-free hot dog, an orange, and paper towels to lab.

Required Activities:
- Advanced Skills Disk
  - Safe Medication Administrations- All sections
  - Nonparenteral Medication Administration – All sections
    - Injections – All sections
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<th>Week</th>
<th>Date</th>
<th>Health Assess</th>
<th>Room</th>
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<th>Class Content</th>
<th>Assignment Due</th>
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<td>CTC</td>
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<td>CS2: Mobility by MN</td>
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<td>Unit 3: Mobility/Activity/Safety (MP)</td>
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<td>COC: Hygiene and Mobility (Transfers/Beds/Baths)</td>
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<td>COC: Medications</td>
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<td>9/16 (Thurs)</td>
<td>Lab 0800-1200</td>
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<td>COC: Medications</td>
<td>PR2: Clinical Nursing Concerns; Pharmacodynamics…Non-</td>
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<td>Unit 6: GI/GU (SB/CA) with demo</td>
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<td>COC: Urinary and Fecal Lab (Caths and Enemas)</td>
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<td>9/23</td>
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<td>Lab 0700-1300</td>
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<td>PR3: AH; GI – Mr Lewin, Mrs. Barker; and GU - Sara</td>
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<td>9/29 (Wed)</td>
<td>Hosp 0630-1130</td>
<td>Clinical (Groups AW, BW, CW, DW, EW)</td>
<td>PR4: CNC; Inflammation, Infection and Wound Healing – Patients at Risk</td>
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<td>Hosp 0630-1130, 107 1300-1430</td>
<td>All Groups POST CONFERENCE: Wounds (SB)</td>
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<td>10/1 (Fri)</td>
<td>Lab 0800-1000</td>
<td>COC Mini Lab: Wounds and Dressings</td>
<td>Reflection Journal entry by MN</td>
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<td>Unit 8: Fluid and Electrolyte/Labs (KM)</td>
<td>CS7: Fluid Balance by MN</td>
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<td>107 1300-1600</td>
<td>Unit 9: Oxygenation and Circulation (MK)</td>
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<td>Hosp 0630-1130</td>
<td>Clinical (Groups AW, BW, CW, DW, EW)</td>
<td>PR5: AH; Fluid and Electrolyte Balance – Mary Richards and Rusty Jackson</td>
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<td>PR6: AH; Cardiovascular Health Problems – Mr. Swan, Mr. Erickson, and Mr. Leon</td>
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<td>All Groups POST CONFERENCE: (MP)</td>
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<td>10/15 (Fri)</td>
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<td>Nac Memorial Hospital Orientation (Ballard and McRae groups)</td>
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<td>10/18 (Mon)</td>
<td>Test/GLH check</td>
<td>Unit 10: Healthcare Delivery Systems/Client Education/Communication/Documentation (CA)</td>
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<td>10/19 (Tues)</td>
<td>107 1300-1600</td>
<td>Unit 11: Sensory/Sleep (KM)</td>
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<tr>
<td>10/20 (Wed)</td>
<td>Hosp 0630-1130</td>
<td>Clinical (Groups AW, BW, CW, DW, EW)</td>
<td>PR7: AH; GI – Mr. Gold; GU – Mr. Sumo and Mr. Young</td>
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<td>10/21 (Thurs)</td>
<td>Hosp 0630-1130, 107 1300-1430</td>
<td>All Groups POST CONFERENCE: (CA)</td>
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<tr>
<td>10/22 (Fri)</td>
<td>Lab 0800-1000</td>
<td>COC Mini Lab: Documentation</td>
<td>Reflection Journal entry by MN</td>
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<tr>
<td>10/25 (Mon)</td>
<td>Neurological</td>
<td>Unit 11: Sensory/Sleep (KM)</td>
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<td>10/26 (Tues)</td>
<td>107 1300-1600</td>
<td>Unit 12: Legal/ethical (SB)</td>
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<tr>
<td>10/27 (Wed)</td>
<td>drop day</td>
<td>Clinical (Groups AW, BW, CW, DW, EW) site change</td>
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<td>10/28 (Thurs)</td>
<td>Hosp 0630-1130, 107 1300-1430</td>
<td>All Groups POST CONFERENCE: (SB)</td>
<td>PR8: AH; Eye/Ear Health Problems – Mr. Lee, Mr. Hoffman, Mr. Russo</td>
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<td>10/29 (Fri)</td>
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<tr>
<td>11/1 (Mon)</td>
<td>Musculoskeletal</td>
<td>Unit 13: Nutrition (MK)</td>
<td>CS11: Altered Nutrition by MN</td>
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<td>11/2 (Tues)</td>
<td>107 1300-1600</td>
<td>Unit 9 cont.: ABG’s (MK)</td>
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<td>11/3 (Wed)</td>
<td>Hosp 0630-1130</td>
<td>Clinical (Groups AW, BW, CW, DW, EW)</td>
<td>PR9: AH; Endocrine Health Problems – Susan Smith: CNC; Fluid &amp; Electrolyte Imbalance – Sam Smith &amp; Jackie Bright</td>
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<td>11/4 (Thurs)</td>
<td>Hosp 0630-1130, 107 1300-1430</td>
<td>All Groups POST CONFERENCE: Malnutrition (MK)</td>
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<td>11/5 (Fri)</td>
<td>CTC 1200-1400</td>
<td>Test #3: Units 9-14</td>
<td>Reflection Journal entry by MN</td>
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<td>11/8 (Mon)</td>
<td>HEENT</td>
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<td>CS12: Pain by MN</td>
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<td>CS13: Perioperative Care by MN</td>
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<td>Date</td>
<td>Time</td>
<td>Course Activity</td>
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| 11/9 (Tues) | 107 1300-1600 | Unit 14: Pain Management/Perioperative Nursing (CA)  
| 11/10 (Wed) | Hosp 0630-1130 | Clinical (Groups AW, BW, CW, DW, EW) |
| 11/11 (Thurs)  | Hosp 0630-1130 | Clinical (Groups AT, BT, CT, DT, ET)  
| 11/12 (Fri) | 107 1300-1430 | All Groups POST CONFERENCE: (MP)  
| PR10: AH; Perioperative Care – John Hale (1) and John Hale (2)  
| Reflection Journal entry by MN |
| 12 11/15 (Mon) | M/F Genitalia |  
| 11/16 (Tues) | 107 1300-1600 | Unit 15: Stress/Sexuality/Self Concept (KM) |
| 11/17 (Wed) | Hosp 0630-1130 | Clinical (Groups AW, BW, CW, DW, EW) |
| 11/18 (Thurs) | Hosp 0630-1130 | Clinical (Groups AT, BT, CT, DT, ET)  
| 11/19 (Fri) | N107 1300-1430 | All Groups POST CONFERENCE: (CA)  
| PR11: CNC; Pharmacodynamics and the Admin of Meds: Parenteral – Parenteral Meds 1 and Parenteral Meds 2  
| Reflection Journal entry by MN |
| 13 11/22 (Mon) | Integumentary |  
| 11/23 (Tues) | 107 1300-1600 | Unit 16: Spirituality/Grief (SB)  
| 11/24 (Wed) | Holidays | Thanksgiving Holiday 11/24-11/28 |
| 14 11/29 (Mon) | Culture and ER |  
| 11/30 (Tues) | 107 1300-1600 | Unit 17: Cultural and CAM (CA) |
| 12/1 (Wed) | Lab TBA | Simulation (Groups AW, BW, CW, DW, EW)/Clinical makeup day |
| 12/2 (Thurs) | Lab TBA | Simulation (Groups AT, BT, CT, DT, ET)/Clinical makeup day |
| 12/3 (Fri) | CTC 1200-1400 | TEST #4: Units 14-17 |
| 15 12/6 (Mon) |  
| 12/7 (Tues) | TBA (dead week) | Clinical Check offs with instructors |
| 12/8 (Wed) | CTC 0745-1000 | HESI EXAM (May serve as Final Exam) FINGERPRINTING |
| 12/9 (Thurs) | TBA | Clinical Evaluations with instructors |
| 12/10 (Fri) | TBA | Clinical Evaluations with instructors |
| 16 12/13 (Mon) | HA Final | Final Exam Week |
| 12/15 (Wed) | CTC 0800-1000 | Final Exam |
| 12/18 (Sat) | CTC 1200-1400 | Commencement grades due 12/22 for Fall 2010 |

See next page for important deadline information.
- Case Studies are due by MN (2400) on Mondays
- Patient Reviews are due by MN (2400) on Thursdays
- Reflective Journal Entries are due by MN (2400) on Fridays for that week of clinical

- Patient Reviews (PR)1: Adult Health; Musculoskeletal Health Problems – Danny Ellington, Mrs. Mitchell, Mrs. Morgan
- PR2: Clinical Nursing Concerns; Pharmacodynamics and the Admin of Meds. Non-Parenteral – Non-Parenteral Meds 1 and 2
- PR3: AH; GI – Mr Lewin, Mrs. Barker; and GU – Sara
- PR4: CNC; Inflammation, Infection and Wound Healing – Patients at Risk
- PR5: AH; Fluid and Electrolyte Balance – Mary Richards and Rusty Jackson
- PR6: AH; Cardiovascular Health Problems – Mr. Swan, Mr. Erickson, and Mr. Leon
- PR7: AH; GI – Mr. Gold; GU – Mr. Sumo and Mr. Young
- PR8: AH; Eye/Ear Health Problems – Mr. Lee, Mr. Hoffman, Mr. Russo
- PR9: AH; Endocrine Health Problems – Susan Smith; CNC; Fluid & Electrolyte Imbalance – Sam Williams & Jackie Bright
- PR10: AH; Perioperative Care – John Hale (1) and John Hale (2)
- PR11: CNC; Pharmacodynamics and the Admin of Meds: Parenteral – Parenteral Meds 1 and Parenteral Meds 2