Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE OF YOUNG ADULT TO ELDERLY
Course Number: NUR 330
Section Number(s): 001
Clinical Section(s): 010 – 017

Course Instructors:
Kesha Becnel, MSN, RN (Course Coordinator)
Kim Deaton, DNP, RN, APRN, FNP-C
Celina Serna, MSN, RN
Allison Younger, MSN, RN

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

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

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

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
Faculty Contact Information:

Name: Kesha Becnel, MSN, RN
Department: Nursing
Email: becnelkt@sfasu.edu
Phone: (936) 468-7739
Office: Room 164
Office Hours: Wed 0830-1200 & 1300-1430
Thurs 1030-1200 & 1300-1430
Fri by appointment only

Name: Kim Deaton, DNP, RN, APRN, FNP-C
Department: Nursing
Email: deatonkimbe@sfasu.edu
Phone: (936) 468-7744
Office: Room 148
Office Hours: Tues 1000-1500
Fri 0900-1200

Name: Allison Younger, MSN, RN
Department: Nursing
Email: youngeram@sfasu.edu
Phone: (936) 468-7747
Office: Room 158
Office Hours: Thurs 0800-1200
Fri 0800-1200

Name: Celina Serna, MSN, RN, APRN, FNP-C
Department: Nursing
Email: sernacelin@sfasu.edu
Phone: (936) 468-7707 Cell: 936-556-3615
Office: Room 106
Office Hours: Mon 1400-1600
Wed 0900-1200 1300-1500
Fri by appointment
Class lecture meeting time and place
Most lectures are Wednesday, 1500-1800 in Room 115; clinical on campus days vary. See course calendar for schedule.

Textbooks and Materials
**Required**
*All textbooks and Evolve resources from previous semesters.*


**Optional**

Course Description
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 further information about DEC’S: [https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf](https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf)

**Course Calendar**
Refer to Course Calendar posted in D2L.

**Grading Policy**
Evaluation is based on achievement of the objectives. Evaluation strategies include major exams, a comprehensive course final examination (HESI), quizzes, simulations, observation in clinical settings, 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; printing, copying, or writing questions down for outside use is prohibited._

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._

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Points (Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>100 (16.67%)</td>
</tr>
<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>Quizzes (including evaluation bonus points)</td>
<td>100 (16.67%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600 (100%)</strong></td>
</tr>
</tbody>
</table>

It is _mandatory_ to make an appointment to see your clinical instructor for remediation for any exam grade below 75%.

**SON Rounding Policy:**

_Policy 66 (effective June 1, 2017) for all courses:_

1. Rounding is confined to the final course grade.
   Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).
3. The grading schedule for all Nursing Courses is as follows:
   90-100 = A
   80-89  = B
   75-79  = C
   Less than 75 = F
Clinical  Pass/Fail
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 assignments/experiences may vary based on clinical site availability and individual student needs. Clinical performance will be evaluated via clinical instructor and preceptors 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.**

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

**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.

**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 no later than 2 hours before clinical is to begin. Failure to notify the instructor 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 absences from the clinical setting will be made up at the discretion of the instructor.**

Academic Integrity
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials on any class assignment or exam; (2) falsifying or inventing of any information, including citations, on an assignment; (3) helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as one’s own work when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Please read the complete student academic dishonesty policy at: http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

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.
- In-class 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 GUIDELINES

Clinical meeting times and places
N330 clinical are every other week Monday –Friday. Floor clinical will be one-two days per week. Student assignments may include rotations to other departments such as but not limited to: OR, wound care, ER, outpatient clinics, PACU, and Simulation Lab. Throughout the semester there will be various clinical on campus (COC) hours. See course calendar and clinical schedule.

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: 29 hours
3. Computer Assisted Instruction: 12 hours

Required clinical materials
One 2-pocket- 3 brad folder, 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.

Clinical Assignments
Medication List
Completed prior to semester beginning. Students are expected to have this list with them at all times in clinical.

Med Surg Floor
Complete SimChart assignment (see SimChart forms in D2L)
Nursing Narrative Notes (See instructions in D2L)

Precepted Sites
Submit the Reflective Thinking/Debriefing form for all precepted experiences. In addition, you must turn in all Preceptor Evaluation forms in a sealed envelope. Failure to do so will result in an F day.

*Clinical folders and clinical assignments are due every Friday of your assigned clinical week by 1700. Failure to turn in clinical assignments on time constitutes 1 late clinical day for each occurrence.

SimChart Clinical on Campus Assignments
See SimChart assignments on D2L.

Medication Administration Modules
You will be assigned 3 medication administration modules throughout the semester to help improve your medication administration skills. These count for 1 clinical hour each. Failure to complete medication administration modules by the due date will result in a clinical F day. See D2L for instructions.

PrepU Adaptive Learning
PrepU Adaptive Learning provides NCLEX questions to enhance learning and application of content, discover areas needing more instruction, and improve test-taking skills.

It is required that students reach mastery level 6 on all assignments to demonstrate lecture topic mastery prior to unit exams. Students who fail to complete this assignment prior to exam dates will be given a clinical F day and will accumulate 4 hours of clinical absence. Students MUST complete the PrepU assignments to successfully pass clinical.

vSim
You will be required to complete 4 vSim scenarios throughout the semester. Students MUST get 90% on the scenario and the post-simulation quiz by the posted due date to successfully complete this assignment. These scenarios count for 1 clinical hour each. Failure to obtain 90% on the scenario and the post-quiz by the due date will result in a clinical F day. See D2L for instructions.

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

Clinical on Campus/Simulation
Student groups will complete simulations and skills practice in the lab setting for clinical hours. Groups and dates will be assigned by the instructors. Assignments concerning preparation for the labs will be posted on D2L. Students will be expected to complete the required documentation and assignments prior to clinical on campus rotations in addition to any post lab/simulation assignments.
Clinical on Campus Skills Labs
Students must demonstrate satisfactorily how to perform the assigned skills in the clinical on campus skills labs during the skills check-off day (see course calendar). Failure to perform any skill satisfactorily the first time will result in a prescription for remediation developed by the instructor. The student must re-demonstrate the skill with an instructor or preceptor either in the clinical setting or in the skills lab. Failure to complete the remediation or to satisfactorily complete the skill will result in an “F” clinical day.

Medication Evaluation Skills Labs
Students must demonstrate mastery on safe medication administration in order to successfully complete this course. The student will perform in the skills lab in two medication skills labs throughout the course of the semester.

- Medication Administration Lab 1: This lab occurs prior to the outside clinical experience and used as a learning activity for the student. Students are provided feedback on areas needing improvement via the medication administration rubric. Students have 30 minutes per patient to administer medications. Students who fail to meet the time restriction will attend mandatory remediation and repeat the experience.
- Medication Administration Lab 2: This lab occurs at the end of the clinical experience. This experience is graded as pass/fail based on the medication administration rubric. Students have up to three opportunities to successfully complete this experience. Failure to satisfactorily complete the lab on the 3rd attempt will result in a clinical failure.

Clinical Evaluation
Purpose: The purpose of the clinical evaluation process provides a method of determining whether clinical objectives 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 adult clients. Students will be evaluated by clinical instructor using the Weekly Clinical Evaluation tool or by preceptor using the Clinical Evaluation of Nursing Student by Preceptor tool for each clinical experience. A final cumulative evaluation will be performed by clinical instructor using the Clinical Evaluation tool. See the last page of the syllabus for the clinical objectives.

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)
   3. Any complaint about student performance or professionalism from a clinical site.
   4. Failure to give satisfactory performance in all oral or written paper work and/or failure to 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/clinical on campus 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 below.

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

C. Failure to receive a “Pass” rating on the formal summative final clinical evaluation form.

Clinical Expectations
All students are expected to be prepared for the clinical experience, as well as have all necessary clinical supplies to practice. The student is required to be prepared from the beginning of the shift to assume responsibility for complete care of the assigned client(s) (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. All students are required to:

- 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 prior to clinical time. Do not call the SFA office phone number, your instructor is at the clinical site.
- Follow the SFA SON dress code. (See SON policy No. 18)
- 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 and on course calendar/clinical schedule.
- 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.

Demonstrate safe medication administration in all clinical areas.

All students are responsible for the Policies and Procedures of the School of Nursing. These can be found online at http://www.sfasu.edu/academics/colleges/sciences-math/nursing/about/faculty-resources
Unit Objectives

Unit I
Care of Client with IV/Enteral/Parenteral Therapies
At the end of this unit the student will be able to:

**IV Therapies**
1. Perform an assessment on various types of intravenous access devices including peripheral and central lines.
2. Perform an appropriate assessment for patients receiving intravenous therapy.
3. Plan nursing management for patients receiving intravenous therapy.
4. Discuss teaching plans for a patient receiving intravenous therapy.

**Enteral and Parenteral Therapies**
1. Perform an assessment on clients receiving enteral and/or parenteral therapies.
2. Plan nursing management to assist clients with nutritional problems including enteral and parenteral nutrition therapies.
3. Discuss teaching plans for patients receiving enteral and/or parenteral therapies.

Units II & III
Care of the Client with Cardiovascular Disease and Vascular Disorders
At the end of this unit the student will be able to:
1. Assess the cardiovascular system.
2. Describe the pathophysiology of problems of the cardiovascular system.
3. Plan nursing management of a patient with a cardiovascular disease or vascular disorder.
4. Analyze lab and diagnostic data specific to the cardiovascular system.
5. Discuss teaching plans for a client with a cardiovascular disease or vascular disorder.

Unit IV
Nursing Care of the Client with Endocrine System Disorder
At the end of this unit the student will be able to:
1. Assess the endocrine system disorders.
2. Describe the pathophysiology of problems of the endocrine disorders.
4. Explain diagnostic testing related to selected endocrine diseases.
5. Analyze lab and diagnostic data specific to endocrine disorders.
6. Discuss teaching plans for a client with endocrine disorders.

Unit V
Care of the Client with Upper/Lower Pulmonary & Obstructive Pulmonary Diseases
At the end of this unit the student will be able to:
1. Assess the respiratory system.
2. Describe the pathophysiology of problems of the respiratory system.
4. Analyze lab and diagnostic data specific to the respiratory system.
5. Discuss teaching plans for a client with a respiratory disease.
Unit VI
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. Discuss teaching plans for a client with hematologic problems.

Unit VII
Care of the Client with Cancer
At the end of this unit the student will be able to:
1. Describe the pathophysiology of cancer.
2. Assess clients with various types of cancer.
3. Analyze lab and diagnostic data specific to the client with cancer.
4. Examine and prioritize the nursing management of clients with cancer.
5. Discuss patient teaching required for the patient with cancer.
6. 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 VIII
Nursing Care of the Client with Gastrointestinal Disease
At the end of this unit the student will be able to:
1. Assess the gastrointestinal system.
2. Describe the pathophysiology of problems of the gastrointestinal system.
4. Analyze lab and diagnostic data specific to the gastrointestinal system.
5. Discuss teaching plans for a client with a gastrointestinal problem.

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. Explain diagnostic testing related to selected neurological problems.
3. Apply knowledge of pathophysiology of Neurologic diseases to the plan of care for clients with neurological problems.
4. Formulate an appropriate nursing plan of care for clients with selected neurological problems.
5. Identify common medical and surgical modalities of care used in the care of clients with neurological problems.

Unit X
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 urinary problems in the acute and long-term health care settings.
3. Discuss 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 urinary diseases to the plan of care for clients.
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 XI
Care of the Client with a Musculoskeletal Disorder
At the end of this unit the student will be able to:
1. Assess the musculoskeletal system.
2. Describe the pathophysiology of problems of the musculoskeletal system.
4. Analyze lab and diagnostic data specific to the musculoskeletal system.
5. Discuss teaching plans for a client with a musculoskeletal problem.

Unit XII
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 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.

Male Reproductive System:
3. Examine the role of the professional nurse in the care of males with reproductive disorders.
5. Inventory diagnostic testing and patient teaching needs, related to selected male reproductive/ GU disorders.
6. Compare and contrast common medical and surgical modalities of care used in the care of males with sexual dysfunction disorders.

**Integumentary System:**
7. Describe assessments to be made during examination of the skin (include Braden Scale).
8. Link age related changes in the integumentary system to assessment findings.
9. Compare and contrast benign and malignant critical components for describing primary and secondary lesions.
10. Explain the etiology, clinical manifestations, and nursing care for management of bacterial, viral and fungi infections of the integumentary system.
11. Compare the pathophysiology, clinical manifestations, complications and management throughout the three burn phases.
12. Prioritize nursing interventions in the management of the burn patient’s physiologic and psychosocial needs.
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>
</tr>
</thead>
<tbody>
<tr>
<td>(Pass or Fail)</td>
<td></td>
</tr>
</tbody>
</table>

Instructor Signature

<table>
<thead>
<tr>
<th>Final Student Comments</th>
</tr>
</thead>
</table>

Student Signature:

Date: ____________________
<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>DEC</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adhere to policies of the SON and facility as well as</td>
<td>IA</td>
<td>IIA</td>
</tr>
<tr>
<td>moral, legal and ethical standards of the profession while</td>
<td>IIIA</td>
<td>IIIE</td>
</tr>
<tr>
<td>providing nursing care to clients and families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for quality of</td>
<td>IB</td>
<td></td>
</tr>
<tr>
<td>nursing care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify own strengths and weaknesses and utilize</td>
<td>ID</td>
<td></td>
</tr>
<tr>
<td>feedback for professional growth.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                                                                 |     |     |
| **B. PROVIDER OF PATIENT-CENTERED CARE**                      |     |     |
| 1. Relate applicable knowledge, concepts, and theories to     | IIA |     |
| clinical practice to assess persons and families with        |     |     |
| identified physical and or psychiatric problems.             |     |     |
| 2. Utilize the nursing process and critical thinking in      | IIC |     |
| provision of care to individuals and families based on       | IIB |     |
| analysis of available data using theoretical knowledge in    | IID |     |
| collaboration with the interdisciplinary health care team.   |     |     |
| 3. Formulate goals, develop and implement plans of care for   | IIC |     |
| individual clients with health care needs using evidence-    |     |     |
| based practice as guidance.                                  |     |     |
| 4. Communicate therapeutically with clients maintaining      | IIE |     |
| professional boundaries. Communicate assessment findings,    |     |     |
| facts and concepts clearly in writing, documenting           |     |     |
| appropriately.                                              |     |     |
| 5. Evaluate and modify the plan of care for individual       | IIF |     |
| clients in collaboration with the interdisciplinary health    |     |     |
| care team.                                                  |     |     |

|                                                                 |     |     |
| **C. PATIENT SAFETY ADVOCATE**                                 |     |     |
| 1. Maintain strict infection control measures in clinical    | IIB |     |
| settings, adhering to isolation precautions when applicable  |     |     |
| and standard precautions for all clients.                    |     |     |
| 2. Safely administer medications according to the 8 rights   | IIB |     |
| and demonstrate knowledge of medications including           |     |     |
| applicable indication, interactions, and side effects.       |     |     |

|                                                                 |     |     |
| **D. MEMBER OF THE HEALTH CARE TEAM**                         |     |     |
| 1. Collaboration with the interdisciplinary health care team  | IVA |     |
| (IDHCT) to plan and implement nursing care to individual     |     |     |
| clients and their families.                                   |     |     |
| 2. Identify community resources and referrals in the         | IVC |     |
| provision of nursing care.                                    |     |     |
| 3. Establish effective working relationships with clients,    | IVD |     |
| faculty, staff, and peers. Assist peers/staff as needed,     |     |     |
| exhibit teamwork.                                            |     |     |
| 4. Serve as an advocate for clients and families with        | IVB |     |
| health care needs.                                           |     |     |