Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE OF CLIENTS WITH COMPLEX HEALTH NEEDS
Course Number: NUR 406
Section Number: 001
Clinical Section(s): 010 - 016
Fall 2018
Course Instructors
Mrs. Laura Logan, MSN, RN, CCRN Course Coordinator
Mrs. Vanessa Pacheco, MSN, RN
Mrs. Joy Shupak, MSN, RN
Ms. Jessica Williams, MSN, RN, CCRN

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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.
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Tues: 1-3
Friday: 9-12

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Tues. 10:00-4

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Tues: 9-12 & 1-3

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Phone: (936) 468-7735
Office Hours: Mon: 10-12
Tues: 10:00-4

Please call in advance as times may vary due to committee obligations.
Class meeting times and places: Refer to Course Calendar for time and location.

TEXTBOOKS & SUPPLIES
Required Texts:
- All textbooks from prior nursing courses.
- Introduction to Critical Care Nursing, 7th edition (Sole, Klein, Moseley) Elsevier
- Clinical Skills Critical Care Collection, Elsevier (web based product) * should be included in previously purchased Clinical Skills
- Elsevier Adaptive Quizzing for the NCLEX-RN Exam (36-Month), 2nd Edition
Course Description
Six semester hours, three hours didactic and nine hours clinical practicum. This course provides students the opportunity apply critical thinking, nursing theory, research and practice to acutely ill clients of diverse spiritual, ethno-cultural and socioeconomic backgrounds in a variety of clinical settings. Emphasis is placed on meeting needs of acutely ill clients and nurse’s role in addressing legal, ethical and economic issues within the interdisciplinary health care team.

Unabridged Course Description
This course builds upon concepts learned in Nursing Care of Young Adults to Elderly, previous, concurrent, and pre-requisite courses. This course provides students with the opportunity to apply critical thinking, nursing theory, research, and practice to clients of diverse spiritual, ethno cultural, and socioeconomic backgrounds. Students will utilize the nursing process with clients experiencing acute/chronic complex health problems in a variety of clinical settings. Emphasis is placed on the challenges if meeting the needs of the acutely ill clients and a holistic manner and the nurse’s role in addressing associated legal, ethical, and economic issues in conjunction with the interdisciplinary health care team.

Number of Credit Hours
6 semester hours (3 hours didactic; 9 hours clinical practicum)

Prerequisites and Co-requisites
Prerequisites: NUR 330, NUR 331, NUR 332
Co-requisites: NUR 407, NUR 408

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 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
The student will:
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 complex health stressors.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Evaluate research for applicability of findings to the provision of nursing care.
4. Incorporate the nursing process as a template to formulate and implement individualized plans of care for clients with complex health needs.
5. Utilize advanced assessment and critical thinking skills to provide comprehensive nursing care in teaching clients and families experiencing complex health stressors.
6. Incorporate moral, ethical, economic, and legal issues in the provision of nursing care to clients and families.
7. Collaborate with the interdisciplinary healthcare team members respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of clients and families experiencing complex health stressors.

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 DEC’s are incorporated into every course in the SON to ensure uniformity and continuity of standards.

Please refer to the Texas BON website for additional information:
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

Course Requirements
- 4 course exams
- 2 HESI Exams
- NCLEX questions (Adaptive Quizzing)
- Weekly clinical work
- Evolve Critical Care Skills Videos

See Below for more information
## Tentative Course Calendar

### Spring 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Chapter</th>
<th>Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. August 27</td>
<td>9-11</td>
<td>Syllabus and D2L</td>
<td>Overview of Course (Lunch 12-1)</td>
<td>Logan All</td>
</tr>
<tr>
<td>Rm. 101</td>
<td>12-6</td>
<td>LL Ch.: 9, 15</td>
<td>Pulmonary Part 1: Chapter 9: ABG/Oxygen Delivery Devises/Vents/Chest Tubes and Part 2: Chapter 15 Acute Respiratory Failure in multiple disease processes</td>
<td>Shupak/Williams</td>
</tr>
<tr>
<td>Tues. August 28, 2018</td>
<td>9-12</td>
<td>LL Ch.: 7</td>
<td>A &amp; P of Heart; EKG interpretation: Chapter 7 Sinus Rhythms</td>
<td>Shupak</td>
</tr>
<tr>
<td>Rm. 101</td>
<td>1-6</td>
<td>Ch.: 13</td>
<td>Cardiac Day 1</td>
<td>Logan</td>
</tr>
<tr>
<td>Wed. August 29</td>
<td>9-6</td>
<td>COC 1 Ch. 5</td>
<td>Comfort and Sedation (Ch.: 5) Critical Care Drug Calculations - PP Critical Care Meds (info sheet) Concept Mapping (Demo/Syllabus) Critical Care Assessment/Documentation-clinical documents Hospital Expectations/Orientation</td>
<td>Williams Logan/Logan Shupak/Logan All</td>
</tr>
<tr>
<td>101</td>
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<tr>
<td>Mon. Sept. 3</td>
<td>8:30-1230</td>
<td>LL ABEF Peer Grading</td>
<td>Documentation simulation Simulation Lab-Documentation sim See additional schedule for assigned time Peer Grading of Documentation</td>
<td>All</td>
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<tr>
<td>Sim Lab Rm. 101</td>
<td>1-2pm</td>
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<tr>
<td>Wednesday Sept. 5</td>
<td>8:30-1230</td>
<td>LL CDGH Peer Grading</td>
<td>Documentation simulation Simulation Lab-Documentation sim See additional schedule for assigned time Peer Grading of Documentation</td>
<td>All</td>
</tr>
<tr>
<td>Sim Lab Rm. 101</td>
<td>1-2pm</td>
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<tr>
<td>Monday, Sept. 10, Room 115</td>
<td>Exam 1 1-3</td>
<td>Exam 1: Pulmonary part 1 &amp; 2, ABGs, EKG interpretation: Sinus rhythms, Cardiac Day 1, Comfort and Sedation, Drug Calculations, Critical Care Meds</td>
<td>All</td>
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<tr>
<td>Tuesday, Sept. 11</td>
<td>WHMC Orient. 11:15-1:15</td>
<td>WHMC Front Lobby</td>
<td>Logan’s Groups: A &amp; E</td>
<td>Logan</td>
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<tr>
<td>Thurs. Sept. 13</td>
<td>ABCD</td>
<td>1st Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan, Williams, Shupak, Pacheco</td>
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<tr>
<td>Monday, Sept. 17 Rm. 101</td>
<td>1-4 LL Ch. 7</td>
<td>Atrial and Ventricular Rhythms, Blocks, Junctional rhythms</td>
<td>Shupak</td>
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</tr>
<tr>
<td>Wed. Sept. 19</td>
<td>EFGH</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Williams, Logan, Shupak, Pacheco</td>
</tr>
<tr>
<td>Thurs. Sept. 20</td>
<td>EFGH</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Williams, Logan, Shupak, Pacheco</td>
</tr>
<tr>
<td>Mon. Sept. 24 Rm. 101</td>
<td>1-4 8 &amp;12</td>
<td>Shock, SIRS, MODS, Sepsis, &amp; Hemodynamics</td>
<td>Williams</td>
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</tr>
<tr>
<td>Wed. Sept 26</td>
<td>ABCD</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan, Shupak, Williams Pacheco</td>
</tr>
<tr>
<td>Thurs. Sept 27</td>
<td>ABCD</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan Shupak, Williams, Pacheco</td>
</tr>
<tr>
<td>Mon. Oct. 1 Rm. 101</td>
<td>1-4 Ch. 14</td>
<td>Neuro: Strokes, ICP, Patho, and Therapeutic interventions &amp; Coma</td>
<td>Pacheco</td>
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<tr>
<td>Wed. Oct. 3</td>
<td>EFGH</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan/Williams, Shupak/ Pacheco</td>
</tr>
<tr>
<td>Thurs. Oct. 4</td>
<td>EFGH</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan/Williams, Shupak/ Pacheco</td>
</tr>
<tr>
<td>Mon. Oct. 8th SIM Lab</td>
<td>9-12 ABCD 1-4 EFGH</td>
<td>COC Day 2 ABCD EFGH</td>
<td>EKG rhythm interpretation, treatment and hemodynamics, IV lines &amp; devices See additional info for specific group time</td>
<td>All</td>
</tr>
<tr>
<td>Wed. Oct 10, 2018</td>
<td>ABCD</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan/Williams/ Shupak/Pacheco</td>
</tr>
<tr>
<td>Thurs. Oct. 11, 2018</td>
<td>ABCD</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan/Williams/ Shupak/Pacheco</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Topic</td>
<td>Instructor(s)</td>
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<tr>
<td>Mon. Oct. 15</td>
<td>1-3</td>
<td>Exam 2</td>
<td>Exam 2 EKG, Neuro, Shocks, Hemodynamics</td>
<td>All</td>
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<tr>
<td>Rm. 115</td>
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<tr>
<td>Wed. Oct. 17</td>
<td>EFGH</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Williams, Logan, Shupak/Pacheco</td>
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<tr>
<td>Thurs. Oct. 18</td>
<td>EFGH</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Williams, Logan, Shupak/Pacheco</td>
</tr>
<tr>
<td>Mon. Oct 22</td>
<td>9-12</td>
<td>Ch: 16, 17</td>
<td>Acute Kidney Alterations and Immunology</td>
<td>Williams</td>
</tr>
<tr>
<td>Rm. 101</td>
<td>1-4</td>
<td>Ch: 18, 19</td>
<td>Endocrine Disorders/Legal Ethical/Organ Donation</td>
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<tr>
<td>Wed. Oct. 24</td>
<td>ABCD</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan, Shupak, Williams, Pacheco</td>
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<tr>
<td>Thurs. Oct. 25</td>
<td>ABCD</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan, Shupak, Williams, Pacheco</td>
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<tr>
<td>Mon. Oct 29</td>
<td>1-4</td>
<td>Ch: 13</td>
<td>Cardiac Day 2</td>
<td>Logan</td>
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<tr>
<td>Rm. 101</td>
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<tr>
<td>Wed. Oct. 31</td>
<td>EFGH</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan, Williams, Shupak, Pacheco</td>
</tr>
<tr>
<td>Thurs. Nov. 1</td>
<td>EFGH</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan, Williams, Shupak, Pacheco</td>
</tr>
<tr>
<td>Mon. Nov. 5</td>
<td>1-3</td>
<td>Exam 3</td>
<td>Cardiac Day 2, Kidney Alterations, Immunology, Endo, Legal Ethical, Organ Donation</td>
<td>All</td>
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<tr>
<td>Rm. 115</td>
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<tr>
<td>Wed. Nov. 7</td>
<td>ABCD</td>
<td>Clinical Day</td>
<td>Respective Hospital Clinical</td>
<td>Logan, Williams, Shupak, Pacheco</td>
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<tr>
<td>Thurs. Nov. 8</td>
<td>If needed</td>
<td>Make Up Clinical Day</td>
<td>Make Up Day</td>
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<tr>
<td>Mon. Nov. 12</td>
<td>9-12</td>
<td>Ch: 18, 20, 21</td>
<td>GI Head injuries, Trauma, Burns</td>
<td>Logan, Shupak</td>
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<tr>
<td>Rm 101</td>
<td>1-4</td>
<td></td>
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<tr>
<td>Wed. Nov. 14</td>
<td>9-4</td>
<td>Sim lab</td>
<td>Clinical Practice in Lab: Critical care skills, Management and treatment of life threatening conditions</td>
<td>All</td>
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<tr>
<td>Sim Lab</td>
<td></td>
<td>Clinical ABCD</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Event Description</td>
<td>Group</td>
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<tr>
<td>Thurs. Nov. 15</td>
<td>9-4</td>
<td>Sim lab</td>
<td>Clinical Practice in Lab: Critical care skills, Management and treatment of life</td>
<td>All</td>
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<tr>
<td></td>
<td></td>
<td>Clinical EFGH</td>
<td>threatening conditions</td>
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</tr>
<tr>
<td>November 19-23</td>
<td>Break</td>
<td>Home for the Holidays!</td>
<td>Thanksgiving Break!</td>
<td>All</td>
</tr>
<tr>
<td>Mon. Nov. 26</td>
<td>1-4</td>
<td>Last Lecture</td>
<td>Cardiac Day 3</td>
<td>Logan</td>
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<tr>
<td>Room 101</td>
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<tr>
<td>Wed. Nov. 28</td>
<td>8:30-</td>
<td>Simulations</td>
<td>Simulations (see additional schedule for group assigned times)</td>
<td>All</td>
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<tr>
<td>Sim Lab</td>
<td>3:30</td>
<td>ABCD</td>
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<tr>
<td>Thurs. Nov. 29</td>
<td>8:30-</td>
<td>Simulations</td>
<td>Simulations (see additional schedule for group assigned times)</td>
<td>All</td>
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<tr>
<td></td>
<td>3:30</td>
<td>EFGH</td>
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<tr>
<td>Mon. Dec 3, 2018</td>
<td>10-12</td>
<td>Exam 4</td>
<td>Exam 4: Cardiac Day 3, Clinical Practice Content Head injuries, Trauma, Burns</td>
<td>All</td>
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<td>115</td>
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<tr>
<td>Tues. Dec. 4, 2018</td>
<td>Sign up</td>
<td>After HESI</td>
<td>Clinical Evaluations after W/C eval come to CC</td>
<td>All</td>
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<tr>
<td></td>
<td></td>
<td>Review NUR 407</td>
<td></td>
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</tr>
<tr>
<td>Wed. Dec. 5</td>
<td>10-12</td>
<td>HESI Review</td>
<td>HESI REVIEW- CC</td>
<td>ALL</td>
</tr>
<tr>
<td>Room 101</td>
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<tr>
<td>Fri. Dec. 7, 2018</td>
<td>12-2</td>
<td>CC HESI</td>
<td>CC HESI</td>
<td>All</td>
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<tr>
<td>Rm. 115</td>
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<tr>
<td>Monday, Dec. 10</td>
<td>1-3</td>
<td>MS- HESI</td>
<td>MS- HESI</td>
<td>All</td>
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<tr>
<td>Rm. 115</td>
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</table>

**Clinical Time:**

LL=Learning Lab  
COC=Clinical on Campus  
CP=Clinical Practice (Clinical Scenarios in Lab)  

**** LL, COC, CP, and hospital clinical days constitute clinical hours and attendance is mandatory.****
Grading Policy

**Didactic Points**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>75 (15%)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>75 (15%)</td>
</tr>
<tr>
<td>Exam 3</td>
<td>75 (15%)</td>
</tr>
<tr>
<td>Exam 4</td>
<td>75 (15%)</td>
</tr>
<tr>
<td>Med/Surg HESI</td>
<td>75 (15%)</td>
</tr>
<tr>
<td>Critical Care HESI</td>
<td>75 (15%)</td>
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</table>

**NCLEX Questions**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Simulation Assignments</td>
<td>8</td>
</tr>
<tr>
<td>Nurses Story Quiz</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 500 (100%)

It is necessary to obtain a WEIGHTED MEAN TEST SCORE OF 75 on the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure of Nursing 406 and will result in a grade of “F” on the transcript.

**Policy 66:** The grading schedule for all Nursing Courses is as follows:

- 90-100 = A
- 80-89 = B
- 79-75 = C
- Less than 75 = F

Rounding is confined to the final course grade. 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).
The test analysis form MUST be completed after each course/unit exam if the raw score is less than 75%. All can complete it, but we need the data from those making less than 75%. Remediation is also mandatory after each exam if the nullified score is less than 75%. NOT for HESI exams.

**Medical/Surgical HESI Exam**
The Medical/Surgical HESI Exam will be taken at the end of the semester. This exam covers medical/surgical content from both medical/surgical courses. Reviewing patient reviews, case studies, NCLEX style questions and reviewing previous HESI exam remediation materials will assist in preparing for this exam.

**Critical Care HESI Exam**
The Critical Care HESI will be given at the end of the semester. This exam covers all of the content covered in NUR 406 and will act as the course final exam.

**Cell Phone Use**
Cell phones will be silenced prior to the beginning of class. Cell phones will only be used for educational purposes.

**Computer Use in the Classroom**
Computers are allowed in the classroom for note taking and educational use. Using a computer for any other activities will not be tolerated and may result in the confiscation of the computer for the remainder of the class.

**Attendance Policy**
Attendance is not mandatory; however, all students are expected to attend classes regularly. An attendance sheet will be passed around and each student is required to sign it. No student may sign in another student. If this occurs, both students will be counseled and an F day will be earned. The sign-up sheet will be taken up at some point in the lecture. Attendance is assessed and encouraged for the student to be successful in Nursing 406. Attendance is necessary to gain access to the online quizzes after class.

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

**Desire to Learn (D2L)**
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

**Definition of Academic Dishonesty**

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own.

Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Please read the complete policy for further information and penalties at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

**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 form the end of the semester in which they received 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 purposes 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Campus Carry**

It is the carrier’s responsibility to know the law concerning campus carries. Refer to [www.sfasu.edu/campuscarry](http://www.sfasu.edu/campuscarry) for information.

**HIPAA Compliance Requirement Information**

Each student is required to sign a HIPAA Compliance Requirement Information Sheet and abide by the agreement. No exceptions. Failure to comply will result in an “F” day.

All Student policies are located at this address: [http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies](http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies)
Course Grades

"A Nurse’s Story" (8/27/2018)
The student is required to read "A Nurse’s Story" by Tilda Shalof. On completion of the book, the student will complete the quiz found on D2L, must be completed by 2359 on the first day of class. This assignment is considered part of your assignment average. Late submissions are not accepted and result in a zero.

Course NCLEX Questions Adaptive Quizzing Assignments (40 points)
- For each content area there will be an assignment created on the web site under our course. You must obtain the assigned mastery level of 2 to receive full credit (100). No partial credit will be given for a mastery below 2. The instructors will obtain your grades directly from the website. No papers will be turned in or submitted to D2L.
- Each assignment is due by 2359 on the assigned date.

<table>
<thead>
<tr>
<th>Content area</th>
<th>Mastery Level</th>
<th>Points Received</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pulmonary</td>
<td>2</td>
<td>8</td>
<td>9/3/2018</td>
</tr>
<tr>
<td>b. Neuro</td>
<td>2</td>
<td>8</td>
<td>10/08/18</td>
</tr>
<tr>
<td>c. Immune</td>
<td>2</td>
<td>4</td>
<td>10/29/18</td>
</tr>
<tr>
<td>d. GI</td>
<td>2</td>
<td>4</td>
<td>11/19/18</td>
</tr>
<tr>
<td>e. Endocrine</td>
<td>2</td>
<td>4</td>
<td>10/29/18</td>
</tr>
<tr>
<td>f. Renal (GU)</td>
<td>2</td>
<td>4</td>
<td>10/29/18</td>
</tr>
<tr>
<td>g. Cardio</td>
<td>2</td>
<td>8</td>
<td>12/03/18</td>
</tr>
</tbody>
</table>

Total 40

Course Evaluations: Course evaluations in Typhon may be completed online towards the end of the semester.
Suggested Learning Activities

The faculty has located learning activities the student may use to broaden and reinforce the course content. These are not required activities and will not be graded. They are to be used as intended, to assist the student to succeed in this course as well as on the NCLEX. The student is responsible for locating useful study aids. Listed are a few of the activities:

1. **Worksheets**
   Several worksheets may be found on D2L. The worksheets were created because adequate patient reviews or case studies were not located that covered this material.

2. **Evolve Website**
   HESI- All prior HESI exams can be reviewed for remediation of weaker content areas.

3. **Concept mapping**
   If you find a disease process that is challenging, concept mapping the disease process is an excellent activity to review the concept.

4. **Resources**
   There are student resources under the Resource tab on D2L then to links. These are videos, websites and other information for students to use for further information on concepts that historically are difficult to comprehend.

**Unit Objectives**

(These are the unit objectives for the required reading. The NCLEX questions is associated with corresponding content. There are also Evolve clinical skills associated with the content.)

**Chapter 3 Objectives: Ethical and Legal Issues in Critical Care Nursing**
1. Discuss ethical principles and legal concepts related to critical care nursing.
2. Apply the components of a systematic, ethical decision-making model.
3. Discuss legal accountability related to critical thinking.
4. Discuss ethical and legal issues that arise in the critical care setting.
5. Describe elements of negligence and malpractice that may result from nursing practice.

**Chapter 4 Objectives: Palliative and End of Life Care**
1. Describe ethical and legal concerns related to end-of-life care.
2. Discuss concepts of end-of-life care, including palliative care; communication and conflict resolution; withholding or withdrawing therapy; and psychological support of the patient, family members, and healthcare providers.
3. Discuss cultural considerations in end-of-life care.
4. Describe nursing interventions to support the patient and family during the end-of-life stage.

**Chapter 5 Objectives: Comfort and Sedation**
1. Define pain and anxiety.
2. Identify factors that place the critically ill patient at risk for developing pain and anxiety.
3. Discuss the physiology of pain and anxiety.
4. Describe the positive and negative effects of pain and anxiety in critically ill patients.

**Chapter 7 Objectives: Dysrhythmia Interpretation and Management**

1. Explain the relationships between electrical and mechanical events in the heart.
2. Interpret the basic dysrhythmias generated from the sinoatrial node, the atria, the atroventricular node, and the ventricles.
3. Describe appropriate interventions for common dysrhythmias.
4. Explain the basic concepts of cardiac pacing.

**Chapter 8 Objectives: Hemodynamic Monitoring**

1. Identify normal hemodynamic values.
2. Articulate appropriate nursing actions for patients with altered hemodynamic values.
3. Describe the indications, measurement, complications, and nursing implications associated with monitoring of invasive right atrial, left atrial, pulmonary artery, and intra-arterial pressures and those equated with noninvasive hemodynamic indices.
4. Identify the physiological basis for hemodynamic monitoring in critically ill patients.
5. Discuss the rationale and methods for continuous monitoring of mixed venous oxygen saturation.
6. Analyze conditions that alter hemodynamic values.
7. Explain the clinical relevance and methods of measuring cardiac output.

**Chapter 9 Objectives: Ventilatory Assistance**

1. Review the anatomy and physiology of the respiratory system.
2. Describe methods for assessing the respiratory system, including physical assessment, interpretation of arterial blood gases, and noninvasive techniques.
3. Compare commonly used oxygen delivery devices.
4. Discuss methods for maintaining an open airway.
5. Identify indications for initiation of mechanical ventilation.
6. Describe types and modes of mechanical ventilation.
7. Relate complications associated with mechanical ventilation.
8. Explain methods for weaning patients from mechanical ventilation.

**Chapter 10 Objectives: Rapid Response Team and Code Management**

1. Compare roles of caregivers in rapid response teams (RRTs) and managing cardiopulmonary arrest situations.
2. Identify equipment used during a code.
3. Differentiate basic and advanced life-support measures used during a code.
4. Identify medications used in code management, including use, action, side effects, and nursing implications.
5. Discuss treatment of special problems that can occur during a code.
6. Describe special concerns related to the geriatric population during a code.
7. Identify information to be documented during a code.
8. Describe care of patients after resuscitation.
9. Identify psychosocial, legal, and ethical issues related to code management.

**Chapter 12 Objectives: Shock, Sepsis, Multiple Organ Dysfunction Syndrome**

1. Define shock.
2. Describe the continuum of sepsis.
3. Correlate the four classifications of shock to their pathophysiology.
4. Discuss the progression of shock through three stages.
5. Relate assessment findings to the classification and stage of shock.
6. Describe management strategies for each type of shock.
7. Develop an individualized plan of care that includes nursing diagnosis, expected outcomes, nursing interventions, and rationale.

Chapter 13 Objectives: Cardiovascular Alterations
1. Contrast the pathological cause and effect mechanisms that produce acute cardiac disturbances.
2. Discuss the nursing care responsibilities related to the cardiac and vascular patient.
3. Compare and contrast pharmacological, operative, and electrical treatment modalities used in treatment of cardiac disease.
4. Identify specific nursing interventions designed to prevent secondary occurrences or to minimize complications of cardiac and vascular patients.
5. Develop a research-related care plan for the acutely ill cardiovascular patient.

Chapter 14 Objectives: Nervous System Alterations
1. Review the anatomy and physiology of the central nervous system.
2. Describe the pathophysiology of increased intracranial pressure.
3. Describe the nursing and medical management of patients with increased intracranial pressure.
4. Describe the nursing and medical management of patients with skull fractures.
5. Complete an assessment on a critically ill patient with nervous system injury.
6. Describe the pathophysiology of head injury.
7. Describe nursing and medical management of patients with a spinal cord injury.
8. Discuss the nursing assessment and care of a critically ill patient with cerebrovascular disease.
9. Describe the pathophysiology and management for status epilepticus.

Chapter 15 Objectives: Acute Respiratory Failure
1. Describe the pathophysiology, assessment, and management, and plan of care for the patient with acute respiratory failure, acute lung injury, pneumonia, aspiration pneumonitis, pulmonary embolism, status asthmaticus, air leak disorders, and thoracic traumatic injuries.
2. Analyze Arterial Blood Gases and discuss causes and treatments for abnormalities.
3. Discuss nursing management of patients undergoing pulmonary diagnostic procedures.
4. Discuss the use of pulse oximetry and capnography for bedside monitoring.
5. Discuss purpose, method and nursing care related to chest tubes.
6. Describe the priorities and postoperative management following lung transplantation.

Chapter 16 Objectives: Acute Kidney Injury
1. Review the anatomy and physiology of the renal system.
2. Describe the pathophysiology and systemic manifestations of acute kidney injury.
3. Describe the methods for assessing the renal system, including physical assessment, and interpretation of laboratory values and radiological diagnostic tests.
4. Develop a plan of care for the patient with acute kidney injury.
5. Describe the medical management of the patient with acute kidney injury.
6. Discuss the nursing care of the patient receiving renal replacement therapy.
7. Discuss immunosuppression of the solid organ transplant recipient.
8. Describe the postsurgical nursing and medical management of kidney transplant procedures.
9. Discuss complications associated with the long-term management of kidney transplant recipients.
10. Discuss organ rejection and associated nursing and medical management strategies.
11. Discuss the implications for patient education regarding long-term kidney transplant care.

Chapter 17 Objectives: Hematological and Immune Disorders
1. Explain the normal anatomy and physiology of the hematological and immune systems.
2. Describe pathophysiological changes that affect hematological and immunological structure and function.
3. Discuss the risk factors, pathophysiological process, clinical findings, nursing care, and medical management of anemia, neutropenia, malignant white blood cell disorders, human immunodeficiency virus, thrombocytopenia, and disseminated intravascular coagulation.
4. Develop plans of care for the immunocompromised host and the patient who has a bleeding disorder.

Chapter 18 Objectives: Gastrointestinal Alterations
1. Review the anatomy and physiology of the gastrointestinal system.
2. Describe general assessment of the gastrointestinal system.
3. Compare the pathophysiology, assessment, nursing diagnoses, outcomes, and interventions for acute upper gastrointestinal bleeding, acute pancreatitis, and hepatic failure.
4. Formulate a plan of care for the patient with acute upper gastrointestinal bleeding, acute pancreatitis, or hepatic failure.
5. Describe the postsurgical nursing and medical management of liver transplant procedures.
6. Discuss the implications for patient education regarding long-term kidney transplant care.

Chapter 6 Objectives: Nutritional Therapy
1. Discuss an overview of nutritional therapies.
2. Describe nutritional goal and practices.
3. Discuss monitoring and evaluating nutritional laboratory results.

Chapter 19 Objectives: Endocrine Alterations
1. Review the anatomy, physiology, and feedback mechanisms for regulation of insulin, cortisol, thyroid hormones, and antidiuretic hormone.
2. Describe the pathophysiology and systemic manifestations of disorders resulting from alterations in hormones secreted by the pancreas, adrenal, thyroid, and posterior pituitary glands.
3. Describe the methods for assessing the endocrine system, including physical assessment, and interpretation of laboratory and other diagnostic tests.
4. Discuss the medical management of patients with hyperglycemic crisis, hypoglycemic crisis, adrenal crisis, thyroid storm, myxedema coma, diabetes insipidus, and the syndrome of inappropriate secretion of antidiuretic hormone (SIADH).
5. Formulate plans of care for patients with critical alterations in endocrine function.

Chapter 20 Objectives: Trauma and Surgical Management
1. Describe a systems approach to trauma care.
2. Identify mechanisms of traumatic injury commonly seen in the critical care setting.
3. Discuss prehospital care, emergency care, and resuscitation of the trauma patient.
4. Describe assessment and management of common traumatic injuries.
5. Explain the priorities of care for the postoperative surgical patient.
6. Formulate a plan of care for the trauma patient, including prevention of complications.

Chapter 21 Objectives: Burns
1. Review the anatomy and physiology of the integumentary system.
2. Describe the pathophysiology of burns.
3. Compare the types of burn injuries.
4. Discuss the primary and secondary survey assessments during resuscitation and the acute phases of burn management.
5. Formulate a plan of care for the patient with a burn injury.
6. Relate the nursing diagnoses, outcomes, and interventions for the burned patient.
Chapter 21 Objectives: Organ Donation
1. Discuss processes associated with organ donation.
2. Describe clinical triggers associated with brain death.
3. Discuss components of donor management.
4. Discuss immunosuppression of the solid organ transplant recipient.
5. Describe the postsurgical nursing and medical management of solid organ transplant procedures.
6. Discuss complications associated with the long-term management of solid organ transplant recipients.
7. Discuss organ rejection and associated nursing and medical management strategies.
8. Discuss the implications for patient education regarding long-term transplant care.

Supplemental: Gerontology Objectives
1. Describe the age-associated physiologic changes that occur in the sensory, cardiovascular, pulmonary, renal, gastrointestinal, hepatic, integumentary, immune, and neurologic systems.
2. State the clinical significance of age-related physiologic changes and the expected nursing interventions used in caring for older critical care patients.
3. Relate the age-associated changes in hepatic function and the accompanying pharmacokinetic changes to the administration of various cardiovascular medications.

CLINICAL SYLLABUS

Clinical sites:
Nacogdoches Memorial Health
CHI St. Luke’s Memorial Health Lufkin (AM and PM clinical)
Woodland Heights Medical Center

See calendar for times and location.

Text and Materials:
Same as for the didactic portion of class.

Clinical Experience

PURPOSE: The purpose of the Clinical practicum is to provide the senior nursing student a 126 hour clinical practicum in order to utilize the nursing process as a framework for practice with clients requiring intensive nursing care. In addition, the course is designed to facilitate and improve proficiency in providing nursing interventions; organizational skills required to care for acutely ill patients, communication skills utilized with clients, families and other health care professionals to promote optimum well-being; and demonstration of responsibility and accountability for self-direction, self-evaluation, and for nursing care provided for a group of patients.
Clinical Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital orientation/computer training</td>
<td>2</td>
</tr>
<tr>
<td>Hospital Clinical Days</td>
<td>64</td>
</tr>
<tr>
<td>ER clinical day with preceptor (Hospital time)</td>
<td>12</td>
</tr>
<tr>
<td>Clinical Practice in Lab (includes prep time)</td>
<td>4</td>
</tr>
<tr>
<td>Learning Lab- Documentation Simulation</td>
<td>2</td>
</tr>
<tr>
<td>Learning labs – EKGs (includes prep time)</td>
<td>12</td>
</tr>
<tr>
<td>Learning lab – clinical information (includes prep time)</td>
<td>5</td>
</tr>
<tr>
<td>Clinical on Campus (includes prep time)</td>
<td>10</td>
</tr>
<tr>
<td>Clinical simulations (includes pre/post assignments)</td>
<td>8</td>
</tr>
<tr>
<td>Elsevier Clinical Skills videos</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>

**Hospital Orientation/computer training (2 hours)**
All students are required to complete the online orientations for Nacogdoches Memorial, CHI St. Luke’s and the Nacogdoches Memorial Hospital restraint PowerPoint. The Completion forms must be signed and turned in by first day of class. Regardless of clinical site, all forms must be completed. **This also includes computer training or onsite orientation that may be necessary for the facility.** *(8/27/18 by 0900)* *(2 hours)*

**Hospital Clinical Days (64 hours)**
Students will attend an 8-hour clinical days in the assigned hospital ICU/step down area. *(64 hours total)*. Documentation is submitted on paper in a blue binder and placed in to the appropriate box in the administration lobby.

Clinical days are Wednesday and Thursday of the week. **Wednesday clinical documentation is due on Thursday when student arrive at clinical. Thursday’s work is due on Monday prior to the start of class, following the week of clinical. No late work is accepted.**

**ER Clinical Day with Preceptor (12 hours)**
Each student will spend one-12 hour day in the emergency room. This is in addition to the 64 hours spent in acute care areas. This will be a precepted clinical day. **Hours are from 0700 - 1900. ER clinical documentation, preceptor agreement form and evaluation are due in the 406 ER box in admin lobby, the Monday after assigned ER clinical day prior to the start of class. No late work accepted. On the evaluation envelope, which the student is responsible to provide, please include Student Name, Course Number, Clinical Instructor, Clinical Group, Date of ER clinical, and Preceptor’s name---print legibly!**
Clinical Practice (CP) (4 hours)
Each student will spend 4 hours in the simulation lab practicing skills needed to assist in the care of clients in the critical care unit. This will incorporate multiple aspects from classroom and clinical scenarios. Blood Transfusion, Tracheostomy care, Discontinuing an arterial sheath and care of the trauma patient are covered at this time. This information is included on the forthcoming exam closest to this day in the schedule. (4 hours including prep time)

Clinical on Campus (COC) (8 hours)
Each student will complete in attendance and participation in lecture and one 4-hour day in the simulation lab practicing nursing and assessment skills needed to care for the complex client in the ICU setting.

Clinical on Campus Topic Outline:

Lecture with all students together in large classroom:

Pain & Sedation
Critical Care Medications
Drug Calculations (IV titration)
Assessment and documentation
Concept Mapping
Hospital Orientations

Clinical on Campus in Simulation Lab: 2 hours

Groups ABCD 0800-1200 Rotate through EKG/hemodynamic station/IV lines and devices

Groups EFGH 1300-1700 Rotate through EKG/hemodynamic stations/IV lines and devices

The stations will cover hemodynamics, EKG interpretation, IV lines, devices, and critical care medications.

Demonstrate sterile technique while caring for and changing dressings of various types of central venous lines.
Demonstrate the appropriate techniques needed to:
  a. access various central venous lines
  b. draw blood from the lines
  c. flush the lines to maintain patency
Learning Lab Objectives (LL): Clinical Information/Preparation (5) EKG (12), Documentation Simulation (2), Total hours 19

1. Explain the important electrocardiographic findings, clinical significance, and nursing actions for each of the cardiac rhythms found in the following classes of dysrhythmias: sinus, atrial, junctional, ventricular, and all heart blocks.
2. Describe the significance of arterial blood gas values and the oxyhemoglobin dissociation curve in relation to respiratory function.
3. Interpret arterial blood gases, describing the pathophysiology, clinical manifestations, and nursing and collaborative management.
5. List the indications for, complications of, and nursing management of artificial airways.
6. Differentiate the indications for and modes of mechanical ventilation.
7. Apply the nursing process to the client receiving mechanical ventilation including assessment, planning, nursing diagnosis, intervention and evaluation.
8. Apply the nursing process to the client with chest tubes including assessment, planning, nursing diagnosis, intervention and evaluation.
9. Apply critical care and medical surgical documentation of a selected manikin in the simulation lab for the documentation simulation.

Clinical Simulations: (8 hours)
Each student will complete 4 complex simulations this semester. (8 hours)
The statement listed here is what the student signed at the beginning of the nursing program. Please be mindful that this statement of confidentially remains intact and the expectation remains in this semester.

“I agree to keep all information regarding and surrounding the clinical simulation(s) in which I participate confidential until such time that all students in my current class have completed the simulation(s). I agree not to discuss the simulation in any way with any member of the School of Nursing until she/he has completed the simulation(s).”

Post simulation quizzes to be completed by 2359 No late work accepted.

Elsevier Clinical Skills Videos (7 hours)
Students will complete assigned work in the evolve Elsevier account including demonstration videos, reading, and quizzes. An average of all quizzes must meet 75% or greater to received the 2 points. If a student does not have an average of 75% on all skills videos quizzes, they will receive a zero on the clinical points rubric for this clinical assignment. See separate schedule for assigned due dates. These count as clinical time and must be completed.
Clinical Learning Outcomes
1. Assess clients with complex health needs using inspection, palpation, percussion, and auscultation, as well as advanced assessment equipment (i.e. hemodynamic monitoring, cardiac monitors, arterial lines, etc.)
2. Establish nursing diagnosis for clients with complex health needs based on information gained in client assessment.
3. Plan and implement appropriate nursing care for clients with complex health needs.
4. Evaluate nursing care of clients with complex health needs.
5. Modify the plan of care based on evaluation results.
7. Formulate accurate and concise shift report.
8. Demonstrate understanding of proper use of simple to sophisticated client care equipment.
9. Administer medications according to the 8 rights.
10. Demonstrate understanding of medications, their interactions, and side effects.
11. Utilize national standards when delivering nursing care for clients with complex health needs.
12. Identify legal and ethical issues that arise in the care of clients with complex health needs.
13. Apply appropriate research findings to clinical practice.
15. Demonstrate endotracheal, tracheal and nasopharyngeal suctioning using sterile technique by both the closed in-line suction apparatus and the open technique.
16. Demonstrate the calculations needed to administer the correct doses of all pertinent critical care medications.
17. Discuss nursing care and interventions appropriate for blood product administration.

Evaluation - Clinical Component

Purpose: The purpose of the clinical evaluation process utilized in NUR 406 provides a method of determining whether desired outcomes have been successfully achieved by the student and to determine whether the student has sufficient knowledge for the established level of clinical practice. Clinical practicum evaluation will be focused on both the progress through the clinical practicum (in learning and practicing new knowledge and skills) and on past learning knowledge and skills

Method of evaluation: Daily clinical evaluations, final evaluations, counseling conferences, clinical skills evaluation, nursing assessments and oral nursing processes and clinical concept maps. Clinical performance is evaluated using the formative clinical evaluation form is found in D2L.

Absence from Clinical Policy:
Attendance is mandatory for all clinical hours. To be an excused absence the student must be excused directly by the clinical instructor. The only excused absence is one related to illness of self, or death of immediate family member, or significant other. The student must bring a written excuse by the health provider or an obituary/funeral notice/program. Absence from the clinical area exceeding 10% will result in a clinical failure regardless of the reasons (including excused absences). Refer to Policy # 21 in the student handbook.
Any clinical time missed will be made up regardless of reason for absence.

ALL CLINICAL ON CAMPUS, LEARNING LABS, CLINICAL PRACTICE DAYS, AND SIMULATIONS ARE CONSIDERED CLINICAL TIME AND IS SUBJECT TO THE SAME ABSENCE POLICIES AS HOSPITAL CLINICALS. FAILURE TO CALL YOUR CLINICAL INSTRUCTOR PRIOR TO THE START OF THE CLINICAL ACTIVITY IS CONSIDERED FAILURE TO CALL/FAILURE TO SHOW AND AN “F” DAY WILL BE RECEIVED.

ALL CLINICAL WILL BE MADE UP. IF A STUDENT MISSES A CLINICAL DAY, EITHER AN ALTERANATIVE CLINIAL DAY WILL BE ASSIGNED OR AN ALTERNATIRE ASSIGNMENT WILL BE GIVEN. THIS DECISION IS MADE BY THE 406 TEAM AND WILL BE COMMUNICATED TO THE STUDENT WITH A COUNSELING FORM OR F DAY FORM, WHICH EVER IS FOUND TO BE IN THE JUDGEMENT OF THE FACULTY.

Requirements for passing clinical:
To receive a satisfactory clinical grade, the nursing student must:
1. Adhere to the policies stated in the student handbook.
2. Obtain a ‘satisfactory’ on all criteria found on the clinical evaluation.
3. Give a satisfactory demonstration of all selected clinical skills.
4. Give satisfactory performance in all oral or written process recordings and complete all prescribed remediation.
5. Earn 38 points out of 50 (see clinical grading rubric)

Clinical Grading Rubric

In order to pass this course, the student must also pass clinically. The student must receive 39 out of a possible 50 points to pass.

Breakdown of Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Each</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Clinical Documentation</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Preceptor Agreement/Evaluation/ER documentation</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Concept map: case study</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Concept maps</td>
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<td>6</td>
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<tr>
<td>Simulation Pre-assignment</td>
<td>1 ea.</td>
<td>4</td>
</tr>
<tr>
<td>Clinical on Campus 1 &amp; 2</td>
<td>2 ea.</td>
<td>4</td>
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<tr>
<td>Clinical Practice</td>
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<td>4</td>
</tr>
<tr>
<td>Learning Labs</td>
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<td>4</td>
</tr>
<tr>
<td>Documentation Lab</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Skills Videos (average)</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
ALL clinical documentation is required by due date assigned or an F day will be received and it will not be graded.

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

Post Conference: Post conference for the clinical practicum will be held at least once weekly. Students are expected to organize their care so that they can attend post conference on time on the clinical days as scheduled. The student may be asked to give an updated report on each assigned patient to the nurse before leaving the floor and or in post conference to discuss how nurse to nurse report is given, opportunity to practice giving report and allow peers to hear and ask questions about report.

The report should include:
1. Age, diagnosis, date and type of surgical procedure.
2. Tube feeding, prescribed activity, activity during shift and tolerance.
3. Vital sign frequency and/or special instructions (i.e., neuro checks, CMS checks) and pertinent changes in these parameters.
4. Amount, route and frequency of oxygen administration, special considerations such as suctioning requirements.
5. Current treatments to be done by the oncoming shift and pertinent information related to the treatments.
6. Scheduled studies for the next two shifts. Scheduled studies completed on your shift and any results.
7. General condition and special needs.
8. Specific changes over the last 12 hours.
9. Problems or potential difficulties.
10. Significant medications or IV therapy, i.e., reactions, blood administration, anticoagulant therapy, sliding scale insulin, titrated drips, chemotherapy.
11. Any relevant information essential to proper care of the patient.

Other topics may be discussed and is left to the faculty’s discretion.

Medication Administration
The student will follow the institutions medication administration policies. The student must access two patient identifiers for example by checking the clients arm band and asking the client his/her name and birth date prior to all medication administration.

Students are to properly document medication administration as taught in previous semesters according to the 8 rights and following facilities policy.

Students are expected to know the indications for, dose, and side effects to observe for prior to administration of any drug. The instructor or the assigned nurse orally quizzes students. Once the instructor/nurse is assured the student is safe to give the medications, the student may
administer the medications with the nurse the student is assigned. If the student is not assessed as safe to administer medications, the student has earned a clinical F, for that day, the student may be sent home or be given the opportunity to stay and learn without giving medications.

Should an error in medication occur, the instructor should be notified immediately and the proper documentation forms initiated. The decision to give an F Day is left to the discretion of the clinical instructor.

The nurse or clinical instructor must accompany the student during all medication administration.

ALL MEDICATIONS REQUIRING CALCULATIONS (INCLUDING TITRATED IV MEDICATIONS) MUST BE VERIFIED BY THE INSTRUCTOR OR THE PATIENT’S PRIMARY NURSE PRIOR TO ADMINISTRATION.

Critical care medications: the student is required to check the calculations of all continuous IV medications that are infusing in their patients (dopamine, lidocaine, Dobutamine, Inocor, heparin, morphine, Ativan, Propofol, etc.). These calculations are written down and checked by the instructor by 1000 or by 1830 (for an evening clinical group) each clinical day---it is the student’s responsibility to seek the instructor to have this checked by the time it is due. If this is not done, it will be reflected on the clinical grading rubric.

The Clinical Concept Map

A progression on concept maps will be instituted for the students to become familiar with how to create a concept map. The progression will work as follows:

Week 1: Documentation packet only, no concept map.
Week 2: Documentation packet and case study concept map.
Week 3: Documentation Packet and concept map on one patient.
Week 4: Documentation Packet and concept map on two patients.

The purpose of the concept map is to describe the relationships between the patient's problems, signs and symptoms, therapies, and nursing diagnosis or problems. Evaluation is done by the concept map rubric and a total of 4 points each is allotted for the concept map completed on the assigned case study and 2 points on the concepts maps completed on the patient assigned that clinical day. Failure to complete the map will result in the student receiving an "F" day. No late work is accepted

Concept Map Guidelines

1. Map out the pathophysiology of the disease. (Orange)
   a. Be very detailed.
   b. Place one concept or step of the pathology connected by an arrow.
   c. Label the connections--- such as causes or leads to.
   d. Reference location of pathophysiology from text

2. List all of the risk factors or potential causes of the disease. (Pink)
   a. Connect to pathophysiology.
   b. Label the connections—such as causes or leads to.

3. Place all of the signs/symptoms, lab values, vital signs, diagnostic test findings, etc. in the map connected to the appropriate pathology. (Yellow)
a. Label the connections: such as: nurse will see.

4. Place all suggested treatments in the map with connections to either signs/symptoms, vital signs, diagnostic test findings, or pathology. **(Green)**
a. Label the connections

5. Identify appropriate Nursing Diagnosis **(Purple)**
a. DO NOT CONNECT!

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**Clinical Portfolio**

The clinical portfolio is the notebook the student will be required to carry during your N-406 clinical experiences. You will bring the complete portfolio to the first COC day so that we can go over documentation and forms at that time.

The notebook must meet the following requirements:

a. **Outside:**
   1. Blue binder 2 inch with clear pocket on outside.
   2. Name, course title, and clinical group number

b. **Inside:**

The first page of the notebook will be a current (this semester) photo of the student (not a group photo!), in SON scrubs by 1st clinical day.

Divider Sections:

1. **Recent clinical documents**—the current week’s work, including
   a.) Concept map
   b.) Daily drug calculations/EKG sheet.
   c.) Daily clinical assessment/medication/lab/vitals flow sheets
   d.) No patient identifiers please! (This is a HIPPA violation and will result in an F Day.

2. **Evaluations**
   a.) Clinical grading rubric
   b. Documentation rubric
   c. Formative evaluation sheet

3. **Previous clinical documents**—the previous week’s work—keep in all under this tab and place most recent on top.

4. **ER documents & evaluation**—once received from instructor

5. **Alternative clinical site documentation**- if student is assigned to cath. lab, endo. lab, attends tests with assigned patient, surgery. Etc.
6. **Skills checklist:** Skills check list should be updated weekly by the student.

7. **Clinical resources:** Any clinical helps, extra forms, or other information that is helpful to the student.

The forms (evaluations, charting, exercises, etc.) are located on the N-406 D2L course website.

Clinical work is checked throughout day for progress/comprehension.