Stephen F. Austin State University
DeWitt School of Nursing
BASIC NURSING CARE OF ADULT CLIENT SYLLABUS
Course Number: NURS 3606
Section Number(s): 001 (ALL)
Clinical Sections: 010 – 019 (ALL)
Fall 2021

Course Instructors:
Laurel Matthews DNP, RN, CCP (Course Coordinator)
Ashley Goar MSN, APRN, AGNP-C
Sherry Cheever MSN, APRN, FNP-C
Casie Risinger MSN, RN
Yesenia Cabral-Fletcher MSN, RN
Sherrie Fontenot MSN, RN

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THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
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Name: Ms. Sherry Cheever  
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Mrs. Rebecca Self (Simulation Lab Director) selfrz@sfasu.edu

Appointments are encouraged as times may vary due to committee obligations.
Class meeting time and place:
Lecture: Tuesdays 1200-1500; Additional days as assigned per course calendar.
Testing: Fridays (refer to calendar)
Clinical: Wednesdays and Thursdays (with Mondays, Tuesdays and Fridays TBA)
Location: Refer to Course Calendar

Course Calendar
See course calendar located in Brightspace

Required Textbooks, References, and Supplies:

*WE ENCOURAGE YOU TO BUY THE FOLLOWING RESOURCES IN THEIR PACKAGES at one of the local bookstores. You will have one access code that will include all three of the digital products and the required textbooks. This will ensure that you have what is required, and that you are able to buy them at a discounted price. The first package by Elsevier publications, and the last product are packaged by F.A. Davis publications.

✓ SimChart 1-year Access; Publisher: Elsevier (digital content on the Evolve/Elsevier website, access code required)
✓ Clinical Skills: Skills for Nursing Collection, 1st Edition; Publisher: Elsevier (digital content on the Evolve/Elsevier website, access code required)
✓ Sherpath for Fundamentals (digital content on the Evolve/Elsevier website, access code required)
✓ Lab Supplies required and coordinated with NURS 3207 Health Assessment.

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

Optional / Not Required Textbooks and Resources:
• F. A. Davis. Fundamentals success: NCLEX style Q&A review (5th ed.).
• F. A. Davis. Test Success: Test taking techniques for beginner nursing students (9th ed.).
**Technology Requirements**

All students are required to have access to a laptop or desktop computer for academic and testing purposes. You may view the complete list of technical requirements below for Windows and Mac computers. We do not currently support mobile devices for Examsoft or HESI exams (iPads, Androids, etc). We do not support any computer systems other than Windows or Mac (no Chromebooks, Linux devices, etc). For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

At all times, the computer should be capable of running the software below or contain the necessary hardware listed. It is the responsibility of the student to ensure that his/her computer has the required software installed upon admission, and it is updated throughout his/her time as a student.

Upon admission, students will attend an orientation session. The orientation for each course provides instructions on how to access each of the software programs used in the DeWitt School of Nursing program.

For a complete list of technology requirements please visit: http://www.sfasu.edu/docs/nursing/technology-requirements.pdf

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**Course Description**

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

**Credit Hour Description**

(6 credits; 3 hour didactic and 9 hours clinical per week) This course typically meets one day a week for course instruction in 3 hour segments for 15 weeks and has an additional meeting for the final week. Students have significant weekly reading assignments and are required to take major tests, and a comprehensive final examination. The didactic preparation and activities average a minimum of 9 hours a week to prepare outside of classroom hours.

The clinical component is composed of a total of 135 hours. It consists of skills videos, clinical documentation, weekly assignments, and offsite and onsite clinical. Skills competencies are during the semester and at the end of the semester. Students are required to pass the clinical component to pass the course.

**Number of Credit Hours**

6 credit hours (3 lecture/9 clinical practicum)

**Course Prerequisites and Co-requisites**

Prerequisites: NURS 3304, Admission to Nursing Program
Co-requisites: NURS 3205, NURS 3207, NURS 3308
End-of-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. Value continuing competence, growth, and development in the profession.

General Education Core Curriculum Objectives/Outcomes
None

Course Student Learning Outcomes

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

Differentiated Essential Competencies (DEC’s)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the
Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf
Please review the School of Nursing Policies located on the SFASU Nursing website. You are required to consent to, and abide by, the policies of SFASU and of the DeWitt School of Nursing while a student in this nursing program. [http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/nursing-policies](http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/nursing-policies)

**Computer capability to use the Brightspace system is required.** For assistance with technical issues, and BRIGHTSPACE proficiency, please contact student support in the Office of Instructional Technology (OIT) at Brightspace@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 BRIGHTSPACE), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu. To learn more about using BRIGHTSPACE, visit SFA ONLINE at [http://sfaonline.sfasu.edu](http://sfaonline.sfasu.edu) and [https://Brightspace.sfasu.edu/](https://Brightspace.sfasu.edu/) where you will find instructions and video tutorials. You are responsible for being able to utilize BRIGHTSPACE.

**Mental Health Statement**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-Hour crisis line 1(800) 3928343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
Grading Policy
Evaluation is based on achievement of the course and clinical/practicum objectives.

❖ A weighted mean test score of 75 in the class exam grades is needed to pass this course.
❖ A weighted mean test score below 75 constitutes failure.
❖ Clinical is graded as Pass/Fail. Failing clinical constitutes failure of the course.
❖ You must pass both the class and clinical in order to pass NURS 3606. Refer to SON Policies.

Exams
<table>
<thead>
<tr>
<th>Examination</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medication Calculation Exam*</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>18%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>18%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>18%</td>
</tr>
<tr>
<td>Exam 4</td>
<td>18%</td>
</tr>
<tr>
<td>HESI Exam -Conversion Score</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

*Medication Calculation Exam:
Student must achieve 100% on the Medication Calculation Exam to attend clinicals. There will be 3 attempts offered prior to beginning of offsite clinicals. After the 3rd unsuccessful attempt, the student will not be able to attend clinical. No additional testing is offered and F-Days will accrue. Clinical failure will occur after the 3rd F-Day, and thus will result in failure of NURS 3606. Every student who achieves a 100%, in any attempt, will have a 100% entered into the gradebook. Students who are unsuccessful after the 3rd attempt will receive the grade of their most recent attempt.

Rounding: SON Policy 1.7 (http://www.sfasu.edu/sites/default/files/2019-06/1_7_grades.pdf)

1. Rounding is confined to the final course grade. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded 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:
   • 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)
   • 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
**Exams:**
Attendance for exams is mandatory. If an excused absence is required, the student is responsible for notifying his/her clinical instructor by telephone at least one hour prior to the exam with an acceptable reason. The student must contact the instructor within 2 business days following the missed exam in order to make appropriate arrangements for make-up. Make-up exams will be given at the discretion of the instructor (refer to SON Policy 20). Faculty reserve the right to substitute an alternate exam format for make-up exams. Unexcused absences from exams will not be made up. Documentation may be requested. Refer to SON policies.

Exams 1-4 are composed of 50 questions (multiple formats) and a possible 5 pilot questions over specified material. All tests are computerized. If computerized testing is not feasible, a paper and pencil test may be substituted. Students will have 104 minutes to complete each exam, 114 minutes on HESI (2.07 minutes per question). Students will be able to review any incorrect questions and rationales at the time of the test. **Students are encouraged to view rationales prior to leaving the exam room.** Viewing rationales for missed questions is an excellent way to begin material remediation. **The HESI final will not be available for review.**

**Testing Expectations:**
- **You MUST** indicate if you DO or DO NOT want remediation on your test analysis form. If you do want remediation.
- Testing is never a joint effort in this course. Students may only have earplugs and a pen/pencil. One piece of paper may be supplied by instructors only.

- **THE FOLLOWING ITEMS ARE NOT ALLOWED:**
  - Hats or Caps
  - Hoodies
  - Drinks or food
  - Calculators
  - Sunglasses
  - IPODs
  - Watches of any type
  - Cell phones
  - Note cards with information on content

*Backpacks, keys, and above items will be placed in designated area in testing room; cell phones will be turned off and left at the front of the room.

- Please visit the restroom before the test. (An instructor will accompany the student if a restroom break is necessary; only one student may leave the testing room at a time and no additional testing time is given.)

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

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

- Because of the testing classroom environment, if you need a larger font, you must seek accommodations through Disability Services. **Changing the font size during an exam is not allowed. Changing the font size requires a two-click process; therefore, it is a blatant violation of testing expectations and this will result in a ZERO on the exam.**
Assignments:
Assigned as designated by instructors. Sherpath digital content is available in Brightspace within the individual lecture content areas, as well as for your general use.

*Be aware that Brightspace experiences downtime on weekends. Do not procrastinate or you will not be able to submit in a timely manner.

Course Evaluations:
Course and Lecturer evaluations are completed at the end of the semester using MySFA. Students are encouraged to complete these evaluations. Instructions on how to complete them can be found in Brightspace.

Classroom Policies:

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

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

Cell Phones & Electronics: Computers, notebooks, or electronic tablets may be used in the back rows of the classroom. Students are responsible for utilizing their technology in a professional manner. Instructors retain the right to limit or restrict the use of technology at any time without prior notice. Instructors are responsible for maintaining an environment conducive to learning for all students. Disruptive use of cell phones/electronics may result in a student being asked to leave class.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct Code, policy 10.4 http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, lab, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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

Voice Recording Policy:
Lectures may be voice recorded only with the consent of the lecturing faculty prior to the start of that class lecture. No recording will be allowed at clinical sites or in post conference due to HIPAA policies and SON Policy.
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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:
- 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;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

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

**Procedure for Addressing Student Academic Dishonesty**
A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become 4.1 Student Academic Dishonesty Page 2 of 2 part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University.
**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Final Course Grade Appeals by Students (6.3).

**Self-Plagiarism**
As a student, self-plagiarism is the presentation of your own previously completed work as an original and is considered unethical (APA, 2021). In specific circumstances, students may wish to duplicate their written work; however, in these rare cases where this is deemed acceptable, appropriate notation of previous work is required. If repeating a course in the nursing program and the student previously successfully completed the assignment, but is required to complete the assignment again as part of the course work, the vast majority of the assignment should constitute new work of the student. If the student desires to add a small segment of the previously graded work, it should be noted in the new document. For example, “As I discussed in the Spring 2021 assignment, COVID-19 vaccinations are essential for promoting public health.” This clearly identifies the student’s intent to point the reader to the previous document.

**Reference**

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

**Withheld Grades (Course Grades Policy 5.5)**
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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

Unit 1: Nursing Process & Care Plans / Documentation & Informatics
  • Perry & Potter Reading: Chapters 15, 16, 17, 18, 19, 20, and 26.
  • BRING TO CLASS: Ladwig and Ackley: Mosby’s Guide to Nursing Diagnosis, Nursing Diagnosis List, Noticing/Cueing Tool & Care Plan Tool

Unit 2: Infection Prevention and Control / Hygiene
  • Perry & Potter Reading: Chapters 28 & 40

Unit 3: Medication Administration
  • Perry & Potter Reading: Chapter 31
  • Review Joint Commission Material and ISMP Material

Unit 4: Elimination (GI/GU)
  • Perry & Potter Reading: Chapter 46 & 47

Unit 5: Chronic Conditions / Pain Management
  • Perry & Potter Reading: Chapters 8 & 44

Unit 6: Patient Safety and Quality / Immobility / Activity and Exercise
  • Perry & Potter Reading: Chapters 27, 38 & 39
  • Ticket to Class – Safety Skills Videos

Unit 7: Nutrition
  • Perry & Potter Reading: Chapter 45.
  • Review Supplemental Handouts

Unit 8: Skin Integrity and Wound Care
  • Perry & Potter Reading: Chapter 48
  • Ticket to Class – Wound Care Videos

Unit 9: Fluid, Electrolyte and Acid-Base Balances
  • Perry & Potter Reading: Chapter 42

Unit 10: Oxygenation / Diagnostics
  • Perry & Potter Reading: Chapter 41

Unit 11: Cultural Awareness / Complementary and Alternative Therapies / Spiritual Health
  • Perry & Potter Reading: Chapters 9, 32, & 35
  • Review Supplemental Handouts

Unit 12: Sleep / Care of Surgical Patients
  • Perry & Potter Reading: Chapters 43 & 50

Unit 13: The Experience of Loss, Death, and Grief / Stress and Coping / Sensory Alterations
  • Perry & Potter Reading: Chapters 36, 37, & 49
**Basic Nursing Care of Adult Clients Clinical Syllabus**

PURPOSE: The purpose of the N3606 practicum is to provide clinical practicum experiences in which the student can utilize the nursing process as a framework for practice and use knowledge from many sources to translate theory and facts into action in the care of the adult client.

**Clinical Learning Outcomes:**

By conclusion of the semester, the student will be able to:

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

**Text and Materials:** Same as for the class.

**Table 1: Required Clinical Hours:**

<table>
<thead>
<tr>
<th>Skills Labs</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asepsis</td>
<td></td>
</tr>
<tr>
<td>• Medications</td>
<td></td>
</tr>
<tr>
<td>• Elimination</td>
<td></td>
</tr>
<tr>
<td>• Safety</td>
<td></td>
</tr>
<tr>
<td>• Integumentary</td>
<td></td>
</tr>
<tr>
<td>• Videos</td>
<td></td>
</tr>
<tr>
<td>• Competencies &amp; Evaluations</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Simulations</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clinical on Campus Sim</td>
<td></td>
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<tr>
<td>• Survivor Sim</td>
<td></td>
</tr>
<tr>
<td>• Medication Administration Sim</td>
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</table>

<table>
<thead>
<tr>
<th>Direct Patient Care Clinical Experience</th>
<th>95</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hospital Experience</td>
<td></td>
</tr>
<tr>
<td>• Garrison Nursing Home</td>
<td></td>
</tr>
<tr>
<td>• Clinical Documentation</td>
<td></td>
</tr>
<tr>
<td>• Facility Required Clinical Training</td>
<td></td>
</tr>
</tbody>
</table>

| Introductory Documentation and Care Plan Assignment & Training | 4 |
|                                                              |   |
| **Total**                                                   | 135 |

*All clinical practicum hours (as designated above) are considered clinical time and are subject to the same absence policies as hospital clinicals. Failure to call your clinical instructor of a problem prior to the start of the clinical activity is considered failure to call/failure to show, and an F-Day will be received. Refer to the Clinical/Practicum Attendance Policy.*
Clinical Experience: (See calendar for times and location.)

Clinical Sites:
- Nacogdoches Memorial Health
- Nacogdoches Memorial Health – Bomar Rehab
- CHI St. Luke’s Memorial Health (Lufkin)
- SFASU School of Nursing Simulation Center
- Woodland Heights Medical Center (Lufkin)
- Garrison Nursing Home (GNH)

Hospital Orientations: All students are required to complete the online orientation modules for Nacogdoches Memorial Hospital and CHI St. Luke’s Memorial. Orientation modules are posted in Brightspace. After reviewing the posted modules, sign the “Hospital Module Attestation Form” and place it in the appropriate Dropbox in Brightspace. This form certifies that the student has reviewed, read, and understood the content provided in all of the online orientation modules, and acknowledges accountability for their contents. Student’s attending Woodland Heights will have additional forms to complete and a live orientation to attend.

Garrison Nursing Home (GNH) Orientation:
All students are required to complete the orientation modules for GNH. The certificates showing completion of the modules must be turned in as per the course calendar. There are 2 separate sets of modules that must be completed. Google Chrome is the preferred browser for all of the modules. In all modules, you MUST achieve a 70% or greater to be considered complete.

Part 1: Go to: educate.ahcancal.org/products/temporary-nurse-aide
- Read the course overview & how to get started tabs
- You will need to create a free account to complete the course
- Complete all parts (1-9) of the course and the final assessment
- Save a copy of the final certificate and submit to the Dropbox in Brightspace by the due date listed on the course calendar

*Note: This training results in a temporary CNA (certified nurse aide) certificate

Part 2: Go to: hhs.texas.gov/doing-business-hhs/licensing-credentialing-regulation/credentialing/nurse-aide-service-education
- Read all directions under both “Computer-based In-Service Training” and “Infection Control for Nurse Aides Computer-based Training”
- Complete all noted modules. Quizzing, which adds up to final score, is throughout.
  - Computer-based In-Service Training = 6 modules
  - Infection Control for Nurse Aides Computer-based Training = 5 modules
- You will be given a certificate at the end of each module. (Must have 70% or greater)
- Save a copy of the certificates and submit them to the Dropbox in Brightspace by the due date noted on the course calendar.

Vaccination/COVID Testing: To protect the vulnerable population residing at GNH, the facility requires students to be either vaccinated or have a negative COVID test prior to attendance.
- If you are vaccinated: You must turn in a copy of your vaccination card to Ms. Goar
- If you are opting to receive a COVID test: On the Tuesday of the week of your attendance at Garrison Nursing Home, you must see Ms. Goar for a COVID test.
  - If positive: Current COVID policies will be implemented
  - If negative: You will be cleared for attendance at GNH that week, but must be tested again prior to your next attendance date
- These are the only 2 options available – If you decline vaccination or to be tested you will not be allowed to attend clinical and this will be considered an unexcused absence and an F-Day will be accrued.
**Grading Policy:**

Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass Nursing 3606. Refer to SON Policies. [http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/nursing-policies](http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/nursing-policies)

**Evaluation in Nursing 3606 Practicum:**

The purpose of the clinical evaluation process is to demonstrate successful completion of the clinical practicum hours, objectives/outcomes, knowledge, and proficiency. Weekly formative and end of semester summative evaluations are utilized.

Students will receive points based on the quality of clinical assignment completion and clinical performance during inpatient hospital clinicals, GNH clinical, and competencies. The student will earn points for successfully demonstrating clinical readiness and preparation through adherence to SFASU SON policies, outlined student expectations, completion of any pre-clinical assignments, including those required for lab, simulation, inpatient, and/or Garrison Nursing Home experiences. **To pass clinical, the student must receive 750 points out of a possible 1000 points, successfully meet objectives and student expectations of the clinical experience, and receive no more than 2 F-Days in a course.** Failure in the clinical experience will result in failure of NUR 3606. Table 2 outlines the points breakdown.

Expectations for each experience and assignments are available in Brightspace and/or by the student’s clinical instructor. It is the student’s responsibility to be aware of the expectations and requirements and to notify the instructor of any concerns.

The student is expected to:

- Follow all policies outlined by the SFASU School of Nursing, student handbook, syllabi, and affiliated facilities;
- Provide safe nursing care for clients in accordance with the SON Student Handbook, Nurse Practice Act, and ANA Code of Ethics;
- Show evidence of preparedness and professionalism for each clinical experience, which includes abiding by the dress code policy during all clinical experiences, having necessary clinical equipment to provide safe patient care, and completing and/or bringing pre-clinical assignments/paperwork as designated by the expectations of the clinical experience;
- Demonstrate understanding and use of the nursing process, critical thinking, and clinical decision-making skills in the care of individuals and/or families;
- Demonstrate the ability to successfully and thoroughly plan and document care of the adult client in the inpatient and long-term care setting;
- Maintain communication with instructor, including notification if the student will be late or absent and arranging conferences with the instructor to discuss progression, processes, and clinical experiences as needed;
- Complete clinical hours and assignments on time. This includes all activities that count for clinical hours. See required clinical hours table (Table 1) for hours;
- Arrive on time to clinical experience with all required supplies and assignments as designated.
- Notify primary nurse and the instructor of any emergency or change in patient condition;
- Verify all medications and procedures with clinical instructor. **The clinical instructor (or a nurse directly designated by the instructor) must accompany the student during all medication administration or procedures. Students may never administer a medication or perform a procedure without a licensed nurse present:**
- Actively pursue skills, opportunities, and experiences at clinical sites;
- Demonstrate use of instructor feedback to improve performance throughout the semester.
Additionally, the student must:
Complete the semester with a minimum level of clinical skill competency noted on the Direct Patient Care Evaluation Rubric (Table 3) in inpatient clinical experiences (hospital & GNH) as noted below:

- The student must have **Needs Improvement** or better in the following areas:
  - Initiative
  - Communication
- The student must have **Satisfactory** or better in the following areas:
  - Preparedness & Professionalism
  - Critical Thinking
  - Safety
  - Skills Performance & Effectiveness

**Dress Code**
Students are expected to adhere to the DeWitt School of Nursing Dress Code Policy. On the first violation of the policy, students will be given a written warning. Any subsequent violations of the dress code policy will result in a clinical F-Day. **Note:** Additional dress code requirements may be enforced related to facility COVID PPE requirements. Students are permitted to wear a scrub/bouffant cap that is a solid color (Black, white, grey, purple). These are subject to instructor and organization/facility approval.

**Cell phones:** Cell phones are NOT permitted in the patient care areas, labs, simulation, or in uniform pockets. In other areas, they must be kept inside backpack/book bag at all times, and **turned off. NO EXCEPTIONS. Infractions may result in an F-Day and dismissal from the site.**

**Competencies**
The student will participate in both formative and summative skills assessments as a part of this course. Students are required to demonstrate competency in all designated skills prior to course completion.

- Students will be given a chance to demonstrate competency in formative skills during the beginning or middle of the semester.
  - 1st unsuccessful attempt – Students will be counseled and given another attempt.
  - 2nd unsuccessful attempt – Students will again be counseled and given a third attempt.
  - 3rd unsuccessful attempt – Failure to successfully perform the skill on the third formative attempt will result in a clinical F-day. The clinical instructor and student will then formulate an action plan to prepare for a summative check-off of the skill prior to course completion.

The formative skills assessments for this course are as follows:
- Position a client in bed and transfer a client with a mobility issues out of bed
- Perform a sterile or clean dressing change
- Insertion of an indwelling urinary catheter
- Perform a Head-to-Toe bedside assessment

- Summative skills will be assessed toward the end of the semester.
  - 1st unsuccessful attempt – The student will be counseled and given another attempt.
  - 2nd unsuccessful attempt – Students will again be counseled and given a third attempt.
  - 3rd unsuccessful attempt – **Clinical Failure**

The summative skills assessments for this course are as follows:
- Final Summative Clinical Safety Evaluation
- Any formative assessment the student has failed to complete
**Clinical Evaluation Tools**
The following tools will be used to evaluate and provide feedback to the student:
- Skills Competency & Evaluation rubrics
- Practicum & Simulation Assignment(s)
- Pre/Post Clinical Assignments
- Documentation & Care Plan Tools
- Direction Patient Care Evaluation Rubric (Table 3)

*(Refer to N3606 Brightspace Clinical Information for forms)*

**Clinical Feedback:** You will receive an electronic Clinical Folder through Brightspace Dropbox with weekly feedback on your clinical experiences. You are expected to read and review it each time feedback is provided.

**Table 2: Clinical Points**

<table>
<thead>
<tr>
<th>Skills Labs (Preparation &amp; Videos)</th>
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</thead>
<tbody>
<tr>
<td>Asepsis</td>
<td>5</td>
</tr>
<tr>
<td>Medications</td>
<td>5</td>
</tr>
<tr>
<td>Elimination</td>
<td>5</td>
</tr>
<tr>
<td>Safety</td>
<td>5</td>
</tr>
<tr>
<td>Integumentary</td>
<td>5</td>
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<tr>
<td>COC</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies &amp; Evaluations</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Foleys</td>
<td>50</td>
</tr>
<tr>
<td>IM &amp; ID</td>
<td>50</td>
</tr>
<tr>
<td>Wound care</td>
<td>50</td>
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<tr>
<td>Head-to-Toe Assessment</td>
<td>50</td>
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<tr>
<td>Mobility</td>
<td>50</td>
</tr>
<tr>
<td>Final Summative Clinical Safety Evaluation</td>
<td>50</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Simulation (Med tickets/Documentation/Preparation)</th>
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<tbody>
<tr>
<td>Clinical on Campus Sim</td>
<td>5</td>
</tr>
<tr>
<td>Survivor Sim</td>
<td>5</td>
</tr>
<tr>
<td>Medication Administration Sim</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Direct Patient Care Clinical Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital Experience (50 pts x 8 days)</td>
<td>400</td>
</tr>
<tr>
<td>Garrison Nursing Home (50 pts x 2 days)</td>
<td>100</td>
</tr>
<tr>
<td>Clinical Documentation (20 pts x 6 assignments)</td>
<td>120</td>
</tr>
<tr>
<td>Facility Required Clinical Training</td>
<td>15</td>
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</tbody>
</table>

| Introductory Documentation and Care Plan Assignment | 20 |

| Total                                              | 1000 |
Table 3: Direct Care Evaluation Rubric

<table>
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</thead>
<tbody>
<tr>
<td><strong>Exceptional</strong></td>
<td>Comes to clinical prepared for</td>
<td>Displays interest in the clinical setting. Assists staff and peers readily and without prompting. Requires minimal to no cues to complete task(s). (5)</td>
<td>Able to recall knowledge, and adapt it for application to the current clinical experience, and demonstrates synthesis of new knowledge to apply in future clinical settings. (10)</td>
<td>Communicates with patients, staff, and instructor confidently and with ease. Able to explain healthcare topics appropriately to patients and communicates with staff using appropriate language/terminology/nonverbal expression. (5)</td>
<td>Performs majority of nursing care safely with minimal assistance or supervision. Able to identify safety hazards in the healthcare setting. Reports changes in patient condition, plans, and implements interventions to address needs. Implements interventions to preserve patient safety. (10)</td>
<td>Performs skills expected of first semester student independently with minimal supervision. Manages time effectively with no cues. (10)</td>
</tr>
<tr>
<td></td>
<td>clinical area, nursing care, and documentation. Needs minimal to no assistance to apply skills, accurately assess patient, or to collect appropriate patient information. (3.75)</td>
<td>(10)</td>
<td>(10)</td>
<td>(5)</td>
<td>(10)</td>
<td>(10)</td>
</tr>
<tr>
<td><strong>Satisfactory</strong></td>
<td>Arrives prepared for clinical</td>
<td>Displays interest in the clinical setting. Assists peers and staff. Needs only occasional cues to complete task(s). (7.5)</td>
<td>Able to recall knowledge, and adapt it for application to the current clinical experience. (7.5)</td>
<td>Communicates with patients, staff, and instructor without visible nervousness. Needs some guidance on using appropriate language/terminology to discuss healthcare topics with instructor, patients, staff verbally and/or through documentation. (3.75)</td>
<td>Performs nursing care safely with infrequent assistance and routine supervision. Reports changes in patient condition and is able to discuss intervention plans. No safety concerns apparent. (7.5)</td>
<td>Performs skills expected of first semester student with minimal instruction and routine supervision. Manages time with few cues. (7.5)</td>
</tr>
<tr>
<td></td>
<td>experience, nursing care, and</td>
<td>(10)</td>
<td>(7.5)</td>
<td>(7.5)</td>
<td>(7.5)</td>
<td>(7.5)</td>
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<td></td>
<td>documentation. Needs occasional</td>
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<td>assistance from instructor to</td>
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<td>apply skills, accurately assess</td>
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<td></td>
<td>patient, or to collect appropriate</td>
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<tr>
<td></td>
<td>patient information. (3.75)</td>
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<tr>
<td><strong>Needs Improvement</strong></td>
<td>Arrives with some required</td>
<td>Displays interest in the</td>
<td>Appears nervous, shaky, or</td>
<td>Communicates with</td>
<td>Performs nursing care safely with direct supervision and frequent cues. Does not self-recognize the need for additional patient assessment based on client's status - instructor must prompt. Safety concerns apparent. (5)</td>
<td>Performs skills expected of first semester student but requires frequent instruction and continuous supervision. Requires continuous cues to maintain time management. (5)</td>
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<td></td>
<td>elements of the clinical experience or dress code attire needed for patient care and documentation; however, some elements are missing resulting in clinical ineffectiveness or safety concerns or inability to complete documentation, but not 2 or more. (2.5)</td>
<td>clinical setting, but remains focused on own behavior or task. Only occasionally assists staff or peers. Requires frequent cues to complete task(s). (5)</td>
<td>disinterested when communicating with patients, staff, and/or instructor. Inadequate/improper use of language/terminology/nonverbal expression to discuss healthcare topics with instructor, patients, staff verbally and/or through documentation. (2.5)</td>
<td>patients, staff, and instructor verbally to practice. (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2.5)</td>
<td></td>
<td></td>
<td>(2.5)</td>
<td></td>
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<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Arrives completely unprepared</td>
<td>Lacks initiative or demonstrates disinterest in the clinical setting. Does not assist staff or peers. Unable to complete task(s) despite continuous cueing. (0)</td>
<td>Unable to recall knowledge appropriate to clinical experience. (0)</td>
<td>Unable to communicate with patients, staff and/or instructor verbally and/or through documentation. Appears frozen. (0)</td>
<td>Unable to perform nursing care safely despite continuous cues. Instructor may need to complete task(s). Performs care without instructor supervision or permission. Performs skills outside semester's parameters. Fails to recognize and report changes in client condition. Significant safety concerns apparent. (0)</td>
<td>Unable to perform skills expected for first semester nursing student. May appear frozen and/or instructor may need to complete task. Unable to manage time. (0)</td>
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<td>for clinical experience resulting</td>
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<td>in clinical ineffectiveness, safety concerns, and inability to complete documentation and/or lack professional appearance. (0)</td>
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</table>

*Jeopardizing patient safety or receiving Unsatisfactory in 4 or more areas of a clinical day may result in F-Day earned

*At the end of the semester, the student must have Needs Improvement or better in the following areas: 1) Initiative 2) Communication

*At the end of the semester, the student must have Satisfactory or better in the following areas: 1) Preparedness & Professionalism 2) Critical Thinking 3) Safety 4) Skills Performance & Effectiveness
Clinical/Practicum Attendance Policy:

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

Late Arrival & Tardiness Policy:
Students are expected to arrive at all clinical experiences, including simulation, lab, and/or classroom experiences that count for clinical hours, on time, and prepared to learn.

A student is considered late if they arrive more than 5 minutes after the designated clinical start time (Inpatient clinical site; Garrison Nursing Home; Simulation; Lab).

- 1st Tardiness Offense – Written warning
- Future/Repeat Offenses – F-Day

If the student misses the entire clinical experience, or arrives more than 1 hour after the designated start time, this will be considered an unexcused clinical absence and receive an immediate clinical F-day. Unexcused absences will not be made up and if absence is more than 10% of total clinical hours students may petition to the Student Affairs Committee to request special consideration for make-up.

If the student will be tardy, he/she must telephone the instructor and speak directly to the instructor. Each clinical group will receive information on how to contact their clinical instructor in the Clinical Expectations sheet posted in Brightspace by their clinical instructor.

If a Student Will Be Absent: The student must notify the instructor at least one hour prior to the scheduled clinical time. Each clinical group will receive information on how to contact their clinical instructor in the Clinical Expectations sheet posted in Brightspace by their clinical instructor.

To be an excused absence, the student must be excused directly by the clinical/lab instructor. A written excuse from the health provider may be required.

Unexcused absences will result in a Clinical F-Day. Unexcused absences are defined as any absence that is not cleared with the instructor prior to the clinical experience, or as described in SFASU SON Policy 3.3. Documentation may be requested.

Make up time and/or alternate assignments for missed clinical experiences will be arranged at the discretion of the instructor.

Absence from the clinical/lab area exceeding 10% will result in a clinical failure regardless of the reasons. See SFASU SON Policies at http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/nursing-policies

Covid & Clinical:
Many hospitals, and other clinical facilities, where students complete clinical requirements are now starting to mandate vaccination and there is a very good chance that we may be asked to go back to using some type of protective respiratory equipment. These facilities may not allow unvaccinated students in their clinical facilities, may require you to be Covid tested, or have additional unforeseen requirements, some of which may be at the student’s expense. The Texas Board of Nursing requires that at least 50% of student clinical experience for a course be completed face to face with patients. Therefore, unvaccinated students may not be able to complete the requirements for courses in which they are enrolled. If this is the case, students will be given an incomplete in the course and will have to return the following semester to complete these course requirements. You are in no way being mandated to be vaccinated; however, you should have all the information that currently available so that you can make informed decisions and fully understand the impact of your decisions.
Non-Direct Clinical Assignments:

- **Clinical Skills Online Videos & Quizzes:**
  Each Lab Practicum and some lectures have a list of required videos/quizzes listed in Brightspace under “Content” → “Clinical Skills Videos”. View the assigned skills videos and complete the corresponding quiz for each video prior to the corresponding lab experience and/or due date. There is nothing that you will need to print after completing each quiz. Instructors will monitor your progress in Brightspace.

  - **What Constitutes Completion of Videos:** You must complete ALL assigned videos and quizzes with a 75% or greater by the due date and time listed on the course calendar. Each grade must be recorded in the Brightspace course gradebook for the assignment to be complete. It is your responsibility to make sure the quiz is submitted appropriately. Note: Quizzes save most recent grade result.

- **Simulations:**
  Simulation experiences will occur throughout the semester for enhanced learning. Each simulation will require a prepared and typed medication list, with the exception of the Clinical on Campus simulation.

  - **To Obtain Clinical Points:** The student is expected to arrive with the typed and completed medication list at their scheduled time.
  
  - **To Obtain Points at Clinical on Campus:** During this simulation the student will be required to bring a blank copy of the documentation tool. Dress code and clinical supply preparedness will be assessed at this time. This will mark the beginning of clinical dress accountability.

**Objectives for Simulation Experiences:**
1. Demonstrate competencies including Head to Toe Assessment and Vital Signs
2. Integrate didactic knowledge within the simulation environment.
3. Demonstrate the ability to notice cues through application of assessment skills
4. Interpret and analyze cues based on patient assessment
5. Identify and appropriately prioritize patient problems
6. Develop and implement applicable responses to patient problems
7. Identify issues related to patient safety.
8. Demonstrate techniques to facilitate communication among healthcare providers.
9. Evaluate patient responses to interventions
10. Integrate and adapt skills for application to future clinical problems.

- **Introductory Documentation and Care Plan Assignment:**
  Prior to clinical, the student will complete an Introductory Documentation and Care Plan Assignment over a fictional patient and will submit a typed copy of the Documentation Tools and Care Plan assignment. Refer to Brightspace for the detailed Documentation Tool and Care Plan instructions and grading rubric.

**Late Non-Direct Patient Care Assignments Policy:**
For each offense of a non-direct patient care clinical assignment (ie. missing/incomplete videos/quizzes, lack of preparedness for simulation, lab, and/or competency assessments) not being submitted or present by the due date and time, students will lose all clinical points for that assignment, with the exception of the Introductory Documentation and Care Plan Assignment. This
assignment is critical to successful documentation in direct patient care experiences. If the student fails to submit the Introductory Documentation and Care Plan Assignment by the assigned date and time, the student will lose 5 points, but will be required to submit the assignment within 24 hours or all points will be lost. No late work will be accepted for any other non-direct patient care clinical assignment and all points associated will be lost if not submitted by due date and time.

Repetitive patterns of clinical unpreparedness on non-direct and direct patient care assignments can result in clinical failure due to unmet clinical objectives, expectations, and/or insufficient clinical hours.

**Direct Patient Care Clinical Assignments**

**Documentation & Care Planning:**
The student will submit a typed copy of the Documentation and Care Plan tool every clinical week. Refer to Brightspace for the detailed instructions and grading rubric.

- **Hospital Clinical Experiences** – Each hospital clinical experience consists of 2 consecutive clinical days. Components listed below must be turned in to the Dropbox by the due date and time listed on the course calendar.
  - Completed and typed Noticing/Cueing Tool (Data gathering tool), Medication List, and Care Plan will be required for one of the clinical days, as directed by the clinical instructor.
  - Completed and typed Noticing/Cueing tool and Medication list will be required for Day 2.

- **Garrison Nursing Home** – The student will have 2 rotations through Garrison Nursing Home. Each experience is 1 day. For each of these experiences the student must submit the following typed items to the appropriate Dropbox in Brightspace by the due date listed on the course calendar.
  - Noticing/Cueing tool with Assessment, Braden Scale, and Morse Fall Scale completed
  - Reflection Assignment 1 or 2 (Corresponding to current rotation)
  - Med List A or B – Med list A for the 1st rotation; Med list B for the 2nd rotation

*Note:* These completed and typed med lists are **due at the start of the clinical day**. A copy of this med list will need to be submitted along with the other required forms to the Dropbox in Brightspace, per the due date on the course calendar, but must also be presented to the instructor at the start of the Garrison Nursing Home experience. **Failure to provide a completed and typed med list at the start of the experience will result in a loss of clinical points, as noted on the Direct Patient Care Evaluation Rubric.**

**DUE:** All assigned components, as indicated above, must be turned in the Sunday following your clinical experience by 2359 to the Dropbox corresponding to the attended clinical experience (Ex. 1st week in inpatient clinical – Assignment will be turned into Dropbox labeled “Clinical Week 1” or if in 1st rotation at GNH then to “Garrison Nursing Home – Rotations 1”). Please use the compiled document located in Brightspace so that only 1 document is submitted. *Note:* Assignments submitted to the wrong Dropbox will not be graded and the late submission policy will apply.

**LATE:**
- 1st late offense – The student will lose 5 clinical points from the assignment and receive a clinical counseling. The student will have 24 hours (until Monday at 2359) to submit the assignment.
- 2nd late offense – The student will lose 10 clinical points from the assignment and receive a clinical counseling. The student will have 24 hours (until Monday at 2359) to submit the assignment.
• Future/Repeat Offenses – The student will lose all associated clinical points from the assignment and receive a clinical counseling. The student will have 24 hours (until the following Monday at 2359) to submit the assignment.

Failure to submit direct patient care assignments within 24 hours will result in a zero being recorded and an F-Day earned for failure to document care. This will be considered missed clinical hours and subject to the clinical hours requirement policy.

Lab Practicum Preparation & Skills Videos

Asepsis Lab Practicum (Handwashing and Sterile Gloving)

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

• Required Activities:
  1. Perry & Potter Reading: Chapter 28
  2. Clinical Skills Videos:
     ✓ Adding Items to a Sterile Field
     ✓ Establishing and Maintaining a Sterile Field
     ✓ Pouring a Sterile Solution
     ✓ Performing Hand Hygiene
     ✓ Performing Sterile Gloving
     ✓ Using Personal Protective Equipment

Medication Administration Lab Practicum

• Bring to Class: Hot dog, Regular Orange (not a cutie), and paper towel

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

• Required Activities:
  1. Perry & Potter Reading: Chapter 31
  2. Clinical Skills Videos:
     ✓ Administering Ear Medications
     ✓ Administering Eye Medications
     ✓ Administering Intradermal Injections
     ✓ Administering Intramuscular Injections
     ✓ Administering Oral Medications
     ✓ Administering Subcutaneous Injections
     ✓ Applying an Estrogen Patch and Nitroglycerin Ointment
     ✓ Applying Topical Medications
     ✓ Documenting Medication Administration
     ✓ Drawing up More than One Type of Insulin
Ensuring the Six Rights of Medication Administration
✓ Handling Medication Variations
✓ Inserting Rectal Medication
✓ Preparing andAdministering Insulin
✓ Preparing Injections from a Vial
✓ Preparing Injections from an Ampule
✓ Preventing Medication Errors
✓ Using a Dry Powder Inhaler
✓ Using a Metered-Dose Inhaler
✓ Using Automated Medication Dispensing System

Urinary & Bowel Elimination Laboratory Practicum (Indwelling Urinary Catheters and Enemas)

- **Learning Objectives:**
  1. Prioritize the basic principles in urinary catheter monitoring.
  2. Successfully perform urinary catheter insertion on a male and female mannequin.
  3. Compare the purposes and rationale for enema administration.
  4. Demonstrate administration of an enema.
  5. Documentation of 24-hour client Input and Output.
  6. Demonstrate the colostomy care procedure using the identified necessary supplies.
  7. Insert an indwelling urinary catheter in a female patient utilizing sterile technique

- **Required Activities:**
  1. Perry & Potter Reading: Chapter 46 & 47
  2. Clinical Skills Videos:

     ✓ Administering a Cleansing Enema
     ✓ Applying a Condom Catheter
     ✓ Assisting with a Bedpan
     ✓ Assisting with a Urinal
     ✓ Collecting a Midstream Urine Specimen
     ✓ Fecal Occult Blood Testing
     ✓ Inserting an Indwelling Urinary Catheter in a Female Patient
     ✓ Inserting an Indwelling Urinary Catheter in a Male Patient
     ✓ Irrigating a Urinary Catheter
     ✓ Measuring Intake and Output
     ✓ Obtaining a Specimen from an Indwelling Urinary Catheter
     ✓ Performing Intermittent Straight Catheterization
     ✓ Pouching a Colostomy
     ✓ Providing Catheter Care
     ✓ Removing an Indwelling Urinary Catheter
     ✓ Using a Prepackaged Sterile Kit

Safety Lecture Clinical Videos

- **Learning Objectives** – Demonstrate the appropriate techniques and nursing care needed to:
  1. Perform oral suctioning using a Yankauer catheter
  2. Utilize various external oxygen delivery methods.
  3. Administer oxygen safely
  4. Demonstrate body alignment for standing, sitting, and lying.
  5. Perform positioning techniques for the supported Fowler’s, supine, prone, side-lying, and Sim’s position, log rolling, and use of trapeze bar.
  6. Perform the procedure for transferring a client from bed to chair with and without a disability.
  7. Demonstrate safe practices when ambulating patients and using assistive devices
  8. Maintain patient safety and administer medications utilizing a G-Tube

- **Required Activities**
  1. Perry & Potter Reading: Chapter 27, 38 & 39
2. Clinical skills videos:

✓ Applying a Nasal Cannula or Face Mask
✓ Assisting with the Use of Canes, Walkers, and Crutches
✓ Assisting with Ambulation Using a Gait Belt
✓ Assisting with Moving a Patient in Bed
✓ Assisting with Positioning a Patient in Bed
✓ Caring for Pressure Ulcers
✓ Ensuring Oxygen Safety
✓ Measuring Oxygen Saturation with Pulse Oximetry
✓ Performing Range-of-Motion Exercise
✓ Performing Oropharyngeal Suctioning
✓ Providing Enteral Feedings
✓ Setting Oxygen Flow Rates
✓ Taking Aspiration Precautions
✓ Teaching Post Operative Exercises
✓ Transferring from a Bed to a Stretcher
✓ Transferring from a Bed to a Wheelchair Using a Transfer Belt
✓ Using a Hydraulic Lift
✓ Using Restraint Alternatives
✓ Using a Sequential Compression Device

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

• Learning Objectives:
  1. Identify principles of establishing and maintaining a sterile field.
  2. Apply concepts of hygiene during bed bath, assisted bath, and shower.
  3. Demonstrate making an occupied and unoccupied bed with safety and comfort.

• Required Activities Hygiene and Mobility:
  1. Perry & Potter Reading: Chapters 27, 28, 39, & 40
  2. Clinical Skills Videos:

✓ Administer an IM injection
✓ Applying Elastic Stockings
✓ Assisting with a Gown Change
✓ Assisting with a Tub Bath or Shower
✓ Assisting with Meals
✓ Cleaning Dentures
✓ Making an Occupied Bed
✓ Making an Unoccupied Bed
✓ Performing a Complete or Partial Bed Bath
✓ Performing Hair Care and Shampooing in Bed
✓ Performing Nail and Foot Care
✓ Performing Oral Hygiene for an Unconscious Patient
✓ Performing Perineal Care for a Female Patient
✓ Performing Perineal Care for a Male Patient

Wound Care Lecture Videos

• Learning Objective – Demonstrate the appropriate techniques and nursing care needed to:
  1. Change dressings utilizing a non-sterile dressing

• Required Activities
  1. Perry & Potter Reading: Chapter 48
  2. Clinical skills videos:

✓ Changing a Dressing
✓ Using Wound Drainage System
<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>DEC</th>
<th>Clinical Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td></td>
<td><strong>B. Cont. PROV. PT-CENTERED CARE</strong></td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IA</td>
<td>c. Accurately perform a systems assessment in a knowledgeable &amp; timely manner.</td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IIA</td>
<td>IIB</td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IIIA</td>
<td>IIB</td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IIE</td>
<td>IIB</td>
</tr>
<tr>
<td>a. Report to clinical practice in a timely fashion.</td>
<td>IA</td>
<td>d. Collect &amp; categorize relevant data from disciplines (lab, RT &amp; x-ray)</td>
</tr>
<tr>
<td>a. Report to clinical practice in a timely fashion.</td>
<td></td>
<td>IIB</td>
</tr>
<tr>
<td>b. Report to clinical in a neat and professional appearance.</td>
<td>IA</td>
<td>e. Correctly determine NANDA nursing diagnosis in proper format.</td>
</tr>
<tr>
<td>b. Report to clinical in a neat and professional appearance.</td>
<td></td>
<td>IIB</td>
</tr>
<tr>
<td>c. Conduct self in a professional manner.</td>
<td></td>
<td>IIE</td>
</tr>
<tr>
<td>d. Follow ANA Code of Ethics.</td>
<td>IA</td>
<td>g. Formulate interventions that direct nursing actions toward resolution of problems.</td>
</tr>
<tr>
<td>d. Follow ANA Code of Ethics.</td>
<td></td>
<td>IIE</td>
</tr>
<tr>
<td>e. Follow guidelines established by SFA nursing course, faculty &amp; institution.</td>
<td>IA</td>
<td>h. Evaluate client outcomes in relation to stated goals.</td>
</tr>
<tr>
<td>e. Follow guidelines established by SFA nursing course, faculty &amp; institution.</td>
<td></td>
<td>IIF</td>
</tr>
<tr>
<td>f. Maintain confidentiality &amp; adhere to Patient Bill of Rights.</td>
<td>IA</td>
<td>3. Demonstrate ability to prioritize.</td>
</tr>
<tr>
<td>f. Maintain confidentiality &amp; adhere to Patient Bill of Rights.</td>
<td></td>
<td>IIC</td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td></td>
<td>IIE</td>
</tr>
<tr>
<td>a. Inform instructor and staff of changes in client condition.</td>
<td>IB</td>
<td>a. Introduce self, explains role, informs client of nursing care to be performed.</td>
</tr>
<tr>
<td>a. Inform instructor and staff of changes in client condition.</td>
<td></td>
<td>IVA</td>
</tr>
<tr>
<td>b. Demonstrate evidence of preparation for clinical experience.</td>
<td>IB</td>
<td>b. Effectively initiate and maintain professional relationships with clients.</td>
</tr>
<tr>
<td>b. Demonstrate evidence of preparation for clinical experience.</td>
<td></td>
<td>IVA</td>
</tr>
<tr>
<td>c. Seek knowledge independently and display interest in professional development.</td>
<td>IB</td>
<td>c. Demonstrate a caring demeanor and convey this to the client.</td>
</tr>
<tr>
<td>c. Seek knowledge independently and display interest in professional development.</td>
<td></td>
<td>IID</td>
</tr>
<tr>
<td>d. Utilize feedback to improve performance.</td>
<td>IB</td>
<td>C. PATIENT SAFETY ADVOCATE</td>
</tr>
<tr>
<td>d. Utilize feedback to improve performance.</td>
<td></td>
<td>IIC</td>
</tr>
<tr>
<td>e. Assume responsibility for own actions; follow directions and guidelines.</td>
<td>IB</td>
<td>1. Maintain strict infection control measures in clinical settings.</td>
</tr>
<tr>
<td>e. Assume responsibility for own actions; follow directions and guidelines.</td>
<td></td>
<td>IIIB</td>
</tr>
<tr>
<td>3. Advocacy</td>
<td></td>
<td>IIIID</td>
</tr>
<tr>
<td>a. Identify the role of the advocate.</td>
<td>IVB</td>
<td>a. Identify purpose, rationale, precautions and necessary observations associated with each medication.</td>
</tr>
<tr>
<td>a. Identify the role of the advocate.</td>
<td></td>
<td>IIID</td>
</tr>
<tr>
<td>b. Identify client advocacy needs.</td>
<td>IVB</td>
<td>b. Administer medications according to 8 rights.</td>
</tr>
<tr>
<td>b. Identify client advocacy needs.</td>
<td></td>
<td>IIIB</td>
</tr>
<tr>
<td>4. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td></td>
<td>IIIB</td>
</tr>
<tr>
<td>4. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td>IIIC</td>
</tr>
<tr>
<td>4. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td></td>
<td>IID</td>
</tr>
<tr>
<td>a. Identify personal learning needs/limitations</td>
<td></td>
<td>a. Seek instructor for guidance.</td>
</tr>
<tr>
<td>a. Identify personal learning needs/limitations</td>
<td>IIA</td>
<td>IIIB</td>
</tr>
<tr>
<td>5. Complete written assignments on time.</td>
<td>IA</td>
<td>4. Perform skills safely and efficiently.</td>
</tr>
<tr>
<td>5. Complete written assignments on time.</td>
<td></td>
<td>IIIID</td>
</tr>
<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
<td></td>
<td>D. MEMBER OF THE HEALTH CARE TEAM</td>
</tr>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to clinical practice.</td>
<td>IIA</td>
<td>Collaboration and interdisciplinary health care team (IDHCT)</td>
</tr>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to clinical practice.</td>
<td></td>
<td>IVA</td>
</tr>
<tr>
<td>a. Contribute to clinical conferences.</td>
<td>IVA</td>
<td>1. Identify roles of the interdisciplinary healthcare team.</td>
</tr>
<tr>
<td>b. Identify and explain pathophysioligic processes affecting the client.</td>
<td>IVA</td>
<td>2. Identify community resources and referrals in the provision of nursing care.</td>
</tr>
<tr>
<td>2. Utilize nursing process in provision of care to clients.</td>
<td>IIC</td>
<td>3. Establish effective working relationships with clients, faculty, staff, and peers.</td>
</tr>
<tr>
<td>2. Utilize nursing process in provision of care to clients.</td>
<td>IID</td>
<td>IVD</td>
</tr>
<tr>
<td>a. Communicate ideas, facts, and concepts clearly in writing.</td>
<td>IIE</td>
<td>a. Assist peer and staff as needed.</td>
</tr>
<tr>
<td>b. Accurately perform a health history in a knowledgeable &amp; timely manner.</td>
<td>IIB</td>
<td>IVD</td>
</tr>
</tbody>
</table>