Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE OF CLIENTS
WITH COMPLEX HEALTH NEEDS
Course Number: NUR 4606
Section Number: 001
Clinical Section(s): 010 - 016
Fall 2021
Course Instructors
Mrs. Jordan Baker MSN, RN, CNE
Ms. Kelley McDonald MSN, RN (Co-course Coordinator)
Mrs. Joy Shupak MSN, RN
Mrs. Alyson Young MSN, RN, CCRN (Co-course Coordinator)

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EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.
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Virtual Office Hours (via Zoom): by appointment

Class meeting times and places: Refer to Course Calendar for time and location.
TEXTBOOKS & SUPPLIES

Required Texts:
- Sim Chart Software

Purchased in second semester:

Recommended:

Technology Requirements:
- All students are required to have access to a laptop or desktop computer for academic and testing purposes. A complete list of technical requirements can be found in the “Technology requirements” document under the ‘Course Introduction’ module in Brightspace.

Course Information

Course Description
This course builds upon concepts learned in Nursing Care of Young Adults to Elderly course, 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 of 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 (6 credits; 3-hour didactic and 9-hour clinical per week)
This course typically meets once a week in 3 hour segments for 15 weeks and an additional final week. Students have significant weekly reading assignments and are required to take major exams, along with 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 clinical rotations in critical care areas, clinical on campus, weekly clinical assignments, simulation scenarios, clinical practice and learning labs throughout the semester. Students are required to successfully pass the clinical component to pass the course. (0 credit hour, required to pass NURS 4606)

Prerequisites and Co-requisites
Prerequisites: NURS 3630/3030, NURS 3431/3031, NURS 3232/3032
Co-requisites: NURS 4006, NURS 4407/4007, NURS 4208/4008
General Education Core Curriculum Objectives/Outcomes

Student Learning Outcomes

Graduates of the program will:

- Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
- Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
- Provide holistic nursing care to clients while respecting individual and cultural diversity.
- Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
- Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
- Serve as an advocate for clients and for the profession of nursing.
- Value continuing competence, growth, and development in the profession of nursing.

Course Learning Outcomes

The student will:

- 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.
- Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
- Evaluate research for applicability of findings to the provision of nursing care.
- Incorporate the nursing process as a template to formulate and implement individualized plans of care for clients with complex health needs.
- Utilize advanced assessment and critical thinking skills to provide comprehensive nursing care in teaching clients and families experiencing complex health stressors.
- Incorporate moral, ethical, economic, and legal issues in the provision of nursing care to clients and families.
- 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 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
Course Requirements

- 4 course exams
- 2 HESI exams
- Clinical time and assignments

Grading Policy

Evaluation and Grading Criteria

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 4606 and will result in a grade of “F” on the transcript. 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).

*Note: 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.

A letter grade will be assigned to this course based on the following grading scale (SON Policy 1.7):

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

Didactic Points

Exam 1 100 points (16.66%)
Exam 2 100 points (16.66%)
Exam 3 100 points (16.66%)
Exam 4 100 points (16.66%)
Med/Surg HESI 100 points (16.66%)
Critical Care HESI 100 points (16.66%)
Total 600 points (100%)

A student must earn 447 out of 600 (74.5%) points in order to successfully pass the course.

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 case studies, NCLEX style questions and 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 4606 and will act as the course final exam.

Extra Points
Each student is expected to be present and engaged during class by actively listening and participating in a variety of competitive learning activities such as pre-quizzes, review questions, games, and discussions. Intermittently, these activities will give the opportunity to earn extra points. The point value of each activity will be announced prior to the activity. Extra points will give the student the opportunity to earn up to one point added to their final grade. EXTRA POINTS ARE ONLY added to the final course grade if the student obtains a weighted mean test score of 75 or better. No other forms of extra credit will be given.

Each student will be allowed to earn up to 25 extra points over the semester.
- 5-9 extra points earned = 0.2 point added to final grade average
- 10-14 extra points earned = 0.4 point added to final grade average
- 15-19 extra points earned = 0.6 point added to final grade average
- 20-24 extra points earned = 0.8 point added to final grade average
- 25 extra points earned = 1 point added to final grade average

Allotment and allocation of points are at the sole discretion of the instructors. Unless otherwise directed, it is the duty of the student to confirm the correct name and point value are documented with the instructor at the completion of their activity. Instructors will not be responsible to document and/or amend points from previous lectures. Points will only be awarded to students who earned them. If any cheating and/or dishonesty is noted, suggested point value may not be awarded.

Unit Objectives

Unit One

Comfort and Sedation
1. Identify factors that place the critically ill patient at risk for developing pain and anxiety.
2. Discuss the physiology of pain and anxiety.
3. Describe the positive and negative effects of pain and anxiety in critically ill patients.
4. Discuss pharmacological and non-pharmacological methods for management of pain.
5. Identify medications to treat pain, agitation, delirium, and neuromuscular blockade, including use, side effects, and nursing implications

Pulmonary One
1. Examine important A&P concepts and terminology related to the respiratory system.
2. Demonstrate appropriate respiratory assessment techniques.
3. Review nursing management of chest tubes.
4. Formulate interventions for common chest tube problems.
5. Compare different assessment strategies for oxygenation and ventilation.
6. Analyze causes of impaired oxygenation and ventilation.
7. Differentiate between acid/base imbalances.
8. Correlate imbalances to associated arterial blood gas results.
10. Compare commonly used oxygen delivery devices.
11. Explain methods for maintaining open airway.
12. Explore nurse’s role in placement of artificial airways.
13. Identify indications for mechanical ventilation.
14. Describe types and modes of mechanical ventilation.
15. Relate complications associated with mechanical ventilation to appropriate nursing interventions.
16. Utilize appropriate pain and sedation scales to assist in comfort and sedation of the critically ill client.
17. Formulate a care plan including comfort, pain management, and nutritional goals related to the ventilated patient.

**Pulmonary Two**

1. Describe the pathophysiology of acute respiratory failure, including contributing disease processes, symptoms, assessment, medical management, and nursing care.
2. Discuss ventilator associated pneumonia and the evidence-based interventions used to prevent it from occurring.
3. Discuss nursing management of patients undergoing pulmonary diagnostic procedures.
4. Describe the priorities and postoperative management following lung transplantation.
5. Explain important patient education for the client following lung transplant.
6. Discuss complications associated with lung transplant recipients.
7. Describe and demonstrate proper tracheostomy suctioning and care.

**EKG 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 atrioventricular node, and the ventricles and cardiac blocks.
3. Describe appropriate interventions for common dysrhythmias.
4. Identify equipment used during a code.
5. Differentiate basic and advanced life-support measures used during a code.
6. Identify medications used in code management, including use, action, side effects, and nursing implications.

**Unit Two**

**Hemodynamics Monitoring**

1. Identify normal hemodynamic values and the pathophysiological correlation.
2. Discuss appropriate nursing actions for patients with altered hemodynamic values.
3. Describe the indications, measurement, potential complications, and nursing management associated with pulmonary artery catheter and arterial lines.
4. Analyze conditions that alter hemodynamic values.
5. Explain the clinical relevance and methods of assessing cardiac output.
7. Explain medical treatment and nursing interventions for abnormal hemodynamic trends.

**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 assessment features/clinical manifestations, nursing interventions, medical treatment and rationales for the client experiencing Shock, MODS, and Sepsis.
8. Relate how the geriatric client presents with shock, MODS, and Sepsis.
9. Discuss treatment and complications related to the geriatric client with Shock, MODS, and Sepsis.

**Cardiovascular Alterations Part 1**
1. Contrast the pathological causes and mechanisms of Myocardial Infarctions (STEMI and NSTEMI).
2. Discuss the pathological cause and mechanisms that produce acute cardiac disturbances in broken heart syndrome.
3. Describe assessment findings, potential complications, and treatments related to Myocardial Infarction, Heart failure, Cor pulmonale, and chronic cardiovascular alterations.
5. Describe the age-associated physiological changes that occur in the cardiovascular system.
6. State the clinical significance of age-related physiologic changes and the expected nursing interventions used in caring for older critical care patients.
7. Describe nutritional goals and practices related to the cardiovascularly impaired client.
8. Discuss various cardiac diseases and their treatments; includes infective endocarditis, mitral and aortic heart valve problems, cardiomyopathies, and hypertensive emergencies.
9. Compare and contrast pharmacological agents used in treatment of cardiac diseases, syndromes, and disturbances.

**Ethical and Legal Issues in Nursing**
1. Discuss the ethical principles and issues related to critical care nursing.
2. Apply components of a systemic, ethical decision-making model.
3. Discuss legal principles and accountability of the nurse related to the critical care setting.
4. Discuss MPOA, living wills, and Advance Directives.
5. Discuss nurse responsibilities and legal duties related to critical care nursing.
6. Describe the elements of negligence and malpractice that may result in nursing practice.
7. Describe the nurse’s responsibility in continued education, competency, and expert certification.

**Organ Donation and End of Life Care**
1. Discuss the legal and ethical barriers to end of life care and forms.
2. Discuss the different dimensions of end of life care: alleviating distressing symptoms, communication and conflict of interest, withholding or withdrawing therapy, emotional and psychological care of the client, family, and healthcare providers.
3. Discuss cultural considerations in end of life care.
4. Discuss Hospice care related to critical care nursing.
5. Discuss the OPO (Organ Procurement Organization) role in organ donation.
6. Discuss the critical care nurse responsibility related to the organ donation process and donor management.

**Unit Three**

**Cardiovascular Alterations Part 2**
1. Discuss the nursing care responsibilities related to the cardiac and vascular client.
2. Discuss the nursing care and treatment of a client who undergoes cardiovascular percutaneous interventions and/or other cardiac surgeries.
3. Identify specific nursing interventions designed to prevent secondary occurrences or to minimize complications of cardiac and vascular procedures and surgeries.
4. Discuss potential cardiovascular complications including cardiac tamponade, bleeding, stroke, acute renal failure, delirium, and infection.
5. Describe the ina-aortic balloon pump, including indications, complications, and nursing management.
6. Describe the postsurgical nursing and medical management of heart transplant procedures.
7. Discuss the implications for patient education regarding heart transplant care.
8. Discuss Left Ventricular Assist Devices and their role in bridge to recovery, bridge to transplant, and destination therapy.
9. Discuss the nursing management for critically ill clients on Extracorporeal Membrane Oxygenation (ECMO).
10. Describe carotid artery disease including surgical treatment, complications, and nursing management.
11. Explain the basic concepts of cardiac pacing.

**Renal Alterations**
1. Examine important anatomy and physiology concepts and terminology related to the renal system.
2. Demonstrate appropriate renal system assessment techniques.
3. Review the pathophysiology, systemic manifestations, and medical management of acute kidney injury.
4. Develop a plan of care including nutritional needs for the client with acute kidney injury.
5. Discuss the nursing care of the client receiving renal replacement therapy.
6. Develop a plan of care for the client with a kidney transplant.

**Hematological: Blood Draw and Administration/Immunology**
1. Examine important anatomy and physiology concepts and terminology related to the hematological and immunological systems.
2. Demonstrate appropriate hematological and immunological assessment techniques.
3. Describe the technique for specimen collection via venipuncture, arterial and central lines.
4. Discuss types of blood and blood products and laboratory testing.
5. Develop a plan of care for the client with hematological disorders.
6. Discuss the nursing management and priorities of care related to a client with a transfusion reaction.
7. Develop a plan of care for an immunodeficient client.

**Gastrointestinal Alterations**
1. Discuss the pathophysiology, assessment, outcomes, and medical and nursing interventions for hepatic failure.
2. Formulate a plan of care for the client with hepatic failure.
3. Describe the postsurgical nursing and medical management of liver transplant procedures.
4. Discuss the implications for patient education regarding long-term liver transplant care.
5. State the clinical significance of age-related physiologic changes and the expected nursing interventions used in caring for older critical care clients related to gastrointestinal compromise.
6. Describe nutritional goals and practices related to the GI impaired client.
7. Discuss the pathophysiology, assessment, outcomes, and medical/nursing interventions for gastrointestinal bleeds.

**Unit Four**

**Neurological Alterations**
1. Describe the nursing and medical management of patients with skull fractures.
2. Describe the pathophysiology of traumatic brain injury.
3. Describe nursing and medical management of patients with a spinal cord injury.
4. Identify the pathophysiology of increased intracranial pressure.
5. Describe the nursing, pharmacological, and medical management of patients with increased intracranial pressure.
6. Discuss the nursing assessment and care of a critically ill patient with an acute nervous system injury related to hematomas, strokes, and trauma.
7. Describe the age-associated physiologic changes that occur normally in the neurologic system.
8. State the clinical significance of age-related physiologic changes and the expected nursing interventions used in caring for older critical care patients.

**Trauma**
1. Identify mechanisms of traumatic injury commonly seen in the critical care setting.
2. Discuss prehospital care, emergency care, and resuscitation of the trauma patient.
3. Describe assessment and management of common traumatic injuries.
4. Explain the priorities of care for the postoperative surgical patient.

**Burn Management**
1. 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.
Endocrine Alterations
1. Review the anatomy, physiology, and feedback mechanisms for regulation of hormones and important age-related changes.
2. Review the pathophysiology and systemic manifestations of disorders resulting from alterations in hormones.
3. Describe the methods for assessing the endocrine system, including physical assessment, and interpretation of laboratory and other diagnostic tests.
4. Discuss the medical and nursing management of clients with endocrine disorders.
5. Formulate plans of care for clients with critical alterations in endocrine function.
6. Discuss an overview of nutritional restrictions or limitations related to clients with endocrine alterations.

Policies and Procedures

Link for all the Nursing Policies:
http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/nursing-policies

Testing
Composed of 50 questions (multiple formats) and possibly 5 pilot questions over specified material. All tests will be computerized and taken at the DeWitt School of Nursing. Students will have 2.07 minutes per question (NCLEX allotment) and will be able to review any incorrect questions and rationales at the conclusion of the test. Unexcused absences from exams will not be made up. Please call before exams to make arrangements for an excused absence or tardy. Students arriving late will not be allowed to begin the exam if any student has left the testing room. Students that begin the exam late will complete the exam with only the remaining time available. No time extensions will be given. Faculty reserve the right to substitute alternate exam format for make-up exams. Students are responsible for all lectures and reading assignments.

1. Do not bring anything but a pencil, ear plugs/buds, and the student’s personal keys to the testing room. A scratch piece of paper will be given to the students. All other items will be left out in the hallway during testing. It is recommended to leave all other items in the car. The university is not responsible for any lost or misplaced items.
2. The student’s keys are to be left on the front table and can be retrieved after completion of the exam.
3. Do not wear hats, caps, or hoodies. No food or drinks are allowed. No calculators, sunglasses, iPod/cell phones, or any watches may be worn or kept at the testing area. Do not bring these items to the testing room.
4. Do not change the font on the exam. If there is a problem with the student’s visibility, accommodations must be made through Disability Services prior to the exam.
5. Please visit the restroom before the exam. Students may use the restroom during the exam; however, the time is not stopped for the exam taker.
6. Cell/mobile/smart phones, tablets, smart watches, MP3 players, fitness bands, jump drives, cameras or any other electronic device, or weapons of any kind are prohibited.
7. Remediation will not be done for exam 4 or HESI exams.
8. Students may leave after completion of the exam.
9. Talking, whispering, tapping, or any other disturbance will not be tolerated. Exams are individual work and no collaboration with peers is allowed. If any behavior is suspicious, the student will be asked to leave the exam room and will receive a zero on the exam and/or further disciplinary action may be earned.

10. No questions will be answered about content on the exam. The only questions faculty will answer are ones related to computer/technology issues.

11. Instructors will proctor the exam.

**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.

**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. American Psychological Association. (2021). *Publication manual of the American Psychological Association* (7th ed.). [https://doi.org/10.1037/0000165-000](https://doi.org/10.1037/0000165-000)

**Academic Integrity (A-9.1)**

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

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Please read the complete policy for further information and penalties at [https://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf](https://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf). For more information on the definition of plagiarism, see the policy above.
Counseling Services
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
3rd Floor Rusk Building
936-468-2401
www.sfasu.edu/counselingservices
SFASU Human Services Counseling Clinic
Human Services Room 202
936-468-1041
www.sfasu.edu/humanservices/139.asp

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Classroom attendance
It is recommended that students attend class regularly. Students are responsible for all materials assigned and/or presented in each class, any information presented by your classmates, and all announcements (verbal and email/Brightspace). An attendance sheet will be passed around and each student is required to sign it. No student may sign in for another student. Active and informed participation in classroom discussion is expected. Talking among students during lecture will not be tolerated as it is disruptive to other students trying to learn. The door will remain locked during class to promote safety. You are encouraged to arrive at class on time. To minimize distractions, please wait until a break to enter class if you arrive after the door is locked. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Course instructors reserve the right to change the delivery method at any time during the semester. Please check Brightspace regularly for course updates.

Technology Etiquette
Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Please be mindful of your classmates and careful not to create a distraction with your technology use.

Facial Coverings
SFASU strongly encourages the use of masks in indoor settings, maintaining physical distance when possible, and frequent washing of hands. These precautions are not required at this time.

Brightspace
For Brightspace 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 Brightspace), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or email
their office at helpdesk@sfasu.edu. To learn more about using Brightspace, visit SFA ONLINE at https://www.sfaonline.info/ where you’ll find written instructions and video tutorials.

**Withheld Grades (Semester Grades Policy A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they 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. [Withheld Grades Policy](#).

**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 [https://www.sfasu.edu/disabilityservices/](https://www.sfasu.edu/disabilityservices/).

**Campus Carry**
It is the carrier’s responsibility to know the law concerning campus carries. Refer to [https://www.sfasu.edu/upd/campus-carry](https://www.sfasu.edu/upd/campus-carry) 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)
CLINICAL SYLLABUS

Clinical Learning Outcomes
1. Assess clients with complex health needs using inspection, palpation, percussion, and auscultation, as well as advanced assessment equipment (i.e. ventilators, 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.

I. Clinical Hours and Expectations

Clinical Hours Breakdown

<table>
<thead>
<tr>
<th>Activity</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Patient Care Clinical Experiences</strong></td>
<td></td>
</tr>
<tr>
<td>Hospital Orientation</td>
<td>2</td>
</tr>
<tr>
<td>Hospital Clinical Days- (ICU/Step Down/Emergency Room)</td>
<td>74</td>
</tr>
<tr>
<td>Hospital Clinical Documentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Other Clinical Experiences</strong></td>
<td></td>
</tr>
<tr>
<td>Clinical Concept Map</td>
<td>10</td>
</tr>
<tr>
<td>Skills Competencies and Checkoffs</td>
<td>8</td>
</tr>
<tr>
<td>Clinical on Campus #1</td>
<td>4</td>
</tr>
<tr>
<td>Clinical on Campus #2</td>
<td>5</td>
</tr>
<tr>
<td>Simulation in Lab</td>
<td>4</td>
</tr>
<tr>
<td>Virtual Simulations</td>
<td>12</td>
</tr>
<tr>
<td>Clinical Skills Videos</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>135</strong></td>
</tr>
</tbody>
</table>
Clinical Grading Rubric
The student must receive 1490 out of a possible 2000 (74.5%) points to pass clinically.

<table>
<thead>
<tr>
<th>Breakdown of Points</th>
<th>Each</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Evaluation Points x 8</td>
<td>50</td>
<td>400</td>
</tr>
<tr>
<td>Clinical Documentation x 4</td>
<td>100</td>
<td>400</td>
</tr>
<tr>
<td>ER Clinical Documentation</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Concept map: case study x 1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Concept maps x 4</td>
<td>100</td>
<td>400</td>
</tr>
<tr>
<td>Clinical on Campus Day 1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Clinical on Campus Day 2</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Simulations</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>V-Sim Clinical Assignments x 4</td>
<td>100</td>
<td>400</td>
</tr>
</tbody>
</table>

Total Possible Points                                    XX 2000

Please see course calendar for specific dates of clinical rotations, simulations, clinical on campus, and assignment due dates.

Clinical Expectations
Failure to meet any clinical expectation may result in a clinical F-day. More than two (2) failed clinical days (2 “Clinical F” days) will result in failing clinical.

- Adhere to all DeWitt School of Nursing policies.
- Provide care for clients in accordance with the DeWitt School of Nursing BSN Student Handbook, Texas Standards of Nursing Practice Act, and the ANA Code of Ethics.
- Receive “satisfactory” evaluation on all elements of the clinical evaluation tool.
- Notify instructor prior to clinical if you are going to be absent or late.
- Receive satisfactory remarks from clinical sites. In the event of precepted clinical, receive 75% satisfactory on observed criteria on preceptor evaluations.
- Maintain patient confidentiality.
- Abstain from tobacco and alcohol use of any kind during clinical and/or in uniform.
- Abstain from gum chewing, eating, or drinking in client areas.
- Discipline self to prohibit use of slang and expletives in the clinical setting.
- Submit work as directed in syllabus.
- Notify primary nurse and the instructor in the event of an emergency or change in patient condition.
- Verify all medications and procedures with nurse or clinical instructor. The student will follow the institution's medication administration policies. All medications requiring calculations must be verified by the instructor or the patient’s primary nurse prior to administration. The student will safely administer medications with nurse or clinical instructor following the eight rights of medication administration.
- Actively pursue skills, opportunities, and experiences at clinical sites.
- Demonstrate continual development of critical thinking skills, in-depth application of nursing process, and clinical expertise.
- Arrange conferences with the instructor to discuss progression, processes, and clinical experiences as needed.
- Use instructor feedback to improve performance throughout the semester.
- Give a satisfactory demonstration of all selected clinical skills.
Clinical sites:
Nacogdoches Memorial Health
CHI St. Luke’s Memorial Health Lufkin
Woodland Heights Medical Center

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.

Personal Technology Devices
During hospital clinical, students will be allowed to use their personal technology device ONLY for accessing clinical reference tools (e.g. Epocrates, Davis Drug Guide, Sim Chart, etc.). Any student found to be using their device(s) for any other purpose will automatically receive an F-Day. Depending on hospital location, the type of device may be limited per hospital or unit policy. Refer to your clinical instructor for guidance. Refer to the HIPAA Compliance Requirements for additional information.

Clinical Attendance
Attendance for all clinical time is mandatory. Clinical time includes any and all activities attached to clinical hours. These include, but are not limited to: all clinical experiences, clinical on campus (COC), clinical skills practice/check off, and simulations. Students must be present until the completion of the clinical experience to receive credit. At the discretion of the clinical instructor, a student may be excused from clinical for reasons such as health, family emergency, or student participation in approved university-sponsored events. The student must bring a written excuse by the health provider or an obituary/funeral notice/program. Total clinical absences are not to exceed 10%. Absences over 10% could result in failure of the course and must be petitioned with the Student Affairs Committee using the petition form found online in the DeWitt SON nursing policies. Unexcused absence from clinical will result in a clinical F-day and loss of clinical hours. Students will not be allowed to make up clinical hours for unexcused absences. Failure to call clinical instructor prior to the start of clinical is considered an unexcused absence from clinical. See SON policies for further details.

Arriving Late to Clinical Experiences
Students are expected to arrive at all clinical experiences, including simulation 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. On the first late arrival, students will receive a written warning (tardy). Any subsequent late arrival to clinical experiences will result in a clinical F-Day. A situation in which the student misses the entire clinical experience or arrives more than one hour after the designated start time 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 makeup.
II. Additional Clinical Information and Requirements

**Hospital Orientation/computer training**
All students are required to complete the orientations for Nacogdoches Memorial Health, Lufkin CHI, and WHMC. Students are required to complete the documents those facilities require using blue or black ink. Completed forms must be signed and turned in before the first day of clinical and will be assessed per clinical instructor.

**Direct Patient Care Clinical Experiences**
Students will attend eight clinical days in the hospital setting (ICU/step down/medical surgical areas) with their assigned clinical instructor. Associated patient documentation will be completed for each applicable experience. Students will be given feedback after each clinical day on clinical performance. See Formative Clinical Evaluation Tool in *Brightspace*. Students must earn Satisfactory evaluation on all elements in order to pass clinically.

Students will spend one clinical shift in the emergency room. This is in addition to the hours spent in the acute care areas. This will be a precepted clinical day. The ER shift will be assigned and the schedule will be posted in *Brightspace*.

**Clinical Conferences**
Students will participate in clinical post conferences after each clinical shift. Evidence based practice and research will be introduced and discussed. Other topics may include patient teaching, ethical issues in acute care, and communication techniques. Students will be expected to give a patient report in SBAR format. Student participation and discussion will be evaluated by the clinical instructor as a part of clinical evaluation.

**Late Submission of Direct Patient Care Clinical Assignments**
For each offense of a direct patient care clinical assignment (i.e., patient documentation) not being submitted by the due date and time, students will lose clinical points for that assignment. If the assignment is not submitted within 24 hours of the due date and time, the student will receive a clinical F-day.

**Late Submission of Other Clinical Assignments**
For each offense of a non-direct patient care clinical assignment (i.e., virtual simulation) not being submitted by the due date and time, students will lose clinical points for that assignment.

**SimChart Clinical Documentation**
Students will complete clinical documentation after each clinical week. Documentation will be completed after each local hospital clinical, and will be submitted by the Sunday following the clinical day by 2359. Clinical documentation will be completed in Simchart for one clinical day each week. Refer to *Brightspace* for full documentation instructions and grading rubrics.

**ER Clinical Documentation**
Students will complete an ER clinical documentation assignment after the assigned ER clinical. See *Brightspace* for assignment instructions. ER clinical documentation is due to the appropriate dropbox in Brightspace by Sunday following the clinical day at 2359. The preceptor evaluation and agreement are to be turned into the 4606 class box in the lobby of the administration.
building by the beginning of class on the Monday following the clinical shift. Please also complete evaluations in Typhon of your preceptors and clinical sites after completion of your clinical rotation.

**Concept Maps**
Students will complete one concept map after each clinical week. The student will complete the concept map on a patient they cared for at clinical. The purpose of the concept map is to describe the relationship between the patient’s disease process, signs and symptoms, medical and nursing treatments, and nursing care plan. Evaluation is completed by the clinical instructor using the Concept Map Rubric found in Brightspace. The concept map will be submitted by Sunday following the clinical day by 2359.

**Skills Assessment (Check-offs)**
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. On the first unsuccessful attempt, students will be counseled and given another attempt. On the second attempt, students will again be counseled and given a third 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. Summative skills will be assessed toward the end of the semester. On the first failed attempt of a summative assessment the student will be counseled and given another attempt. On the second unsuccessful attempt, students will again be counseled and given a third attempt. In the event that the student is unsuccessful on the third attempt of a summative course assessment, a clinical failure will occur. The skills assessments for this course are as follows:

- Formative: Nasogastric tube placement and care, Tracheostomy suctioning and care
- Summative: Nasogastric tube placement and care as needed, Tracheostomy suctioning and care as needed

**Objectives:**
1. Demonstrate proper sterile technique when caring for a patient with an artificial airway.
2. Demonstrate proper technique when inserting and caring for a client with a nasogastric tube.

**Clinical on Campus #1**
Students will complete clinical on campus one in the simulation lab learning and reviewing important nursing care and management for an advanced medical surgical patient. This includes head to toe assessment, documentation, medication administration, oxygen devices including mechanical ventilation, chest tubes, EKG interpretation, and critical care medications/vasoactive drips.

**Objectives:**
1. Identify the indications for, complications of, and nursing management of artificial airways.
2. Apply the nursing process to the client receiving mechanical ventilation including assessment, planning, nursing diagnosis, intervention and evaluation.
3. 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.


5. Perform a complete head to toe assessment on a simulated critically ill patient.

6. Discuss the use of critical medications and safely administer such medications.

7. Apply critical care and medical surgical documentation of a selected manikin in the simulation lab for the documentation simulation.

8. Differentiate the indications for and modes of mechanical ventilation.

9. Apply the nursing process to the client with chest tubes including assessment, planning, nursing diagnosis, intervention and evaluation.

**Clinical on Campus #2**

Students will complete clinical on campus two in the simulation lab covering the following topics: hemodynamic monitoring, nursing care and management of the patient in shock, EKG interpretation and intervention, blood draw, blood transfusion, and nursing management of IV lines and devices.

**Objectives**

1. Apply the nursing process to the client receiving a blood transfusion including assessment, planning, intervention and evaluation.

2. Demonstrate proper technique when drawing blood samples from a central line access.

3. Identify important electrocardiographic findings and discuss clinical significance.

4. Demonstrate nursing actions for each of the cardiac rhythms found in the following classes of dysrhythmias: sinus, atrial, junctional, ventricular, and all heart blocks.

**vSim Clinical Assignments**

Students will complete four virtual simulations outside of class/clinical time that counts towards clinical hours. See Brightspace and course calendar for further instructions including due dates. The assignment will be submitted to the appropriate dropbox in Brightspace.

**Elsevier Clinical Skills Videos**

Students will complete assigned work in the Evolve Elsevier account including clinical skills demonstration videos, reading, and quizzes. An average of all quizzes must meet 75% or greater. See schedule in Brightspace for assigned due dates.

**Simulations**

Each student is required to complete two complex simulations. Pre and post assignments/ quizzes are included in this requirement. Pre-assignments are due at the time of the simulation. Post simulation quizzes and assignments are due by 2359 on the Sunday following the simulation. See Brightspace for instructions.
III. Clinical Evaluation

Clinical Evaluation Tool
Expected behaviors are detailed on the Nursing 4606 Clinical Evaluation Tool below (Table 1). Students must meet all clinical outcomes to pass clinically.

Students will be given feedback after each clinical day on clinical performance. See Formative Clinical Evaluation Tool (Table 2). Receiving unsatisfactory on any element may result in a clinical F day earned. Students must obtain a “Satisfactory” evaluation on all elements by the completion of the semester in order to pass clinically.
Table 1:

Stephen F. Austin State University
Richard and Lucille DeWitt School of Nursing
Clinical Evaluation Tool
NUR 4606: Nursing Care of Clients with Complex Health Needs

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td></td>
</tr>
</tbody>
</table>

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

Ongoing clinical feedback will be provided in individual student-faculty conferences throughout the clinical rotation and is listed on page 3.

Clinical objectives for evaluation are listed on page 2.

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

<table>
<thead>
<tr>
<th>Final Clinical Grade:</th>
<th>Final Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Signature</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Signature:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>May</th>
<th>B. CONT.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the profession in multiple health care settings. (Includes BON, University, Facility, Code of Ethics, Standards of Practice, HIPAA, etc)</td>
<td>IA IIIA IIE</td>
<td>10. Complete accurate detailed correlation maps for each client.</td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td>IB</td>
<td>11. Provide health care that is sensitive to and consistent with cultural values, beliefs, and customs of the client with complex health needs.</td>
</tr>
<tr>
<td>4. Assess own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td>12. Evaluate legal and ethical issues that arise in the care of clients with complex health needs.</td>
</tr>
<tr>
<td>5. Arrive on time and maintains appropriate clinical attendance.</td>
<td>IA</td>
<td></td>
</tr>
<tr>
<td>6. Present to clinical setting in a manner that encourages professional respect.</td>
<td>IA</td>
<td></td>
</tr>
<tr>
<td>7. Protect confidentiality of clients, families, and the facility.</td>
<td>IA</td>
<td></td>
</tr>
<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory, research, and evidence based practice.</td>
<td>IIA</td>
<td>3. Determine effects of medications, their interactions, and side effects.</td>
</tr>
<tr>
<td>2. Perform comprehensive assessment to include factors impacting heath status and health needs of clients with complex health needs.</td>
<td>IIB</td>
<td>4. Maintain safety of client by identifying at risk clients and intervening appropriately.</td>
</tr>
<tr>
<td>3. Utilize nursing process in provision of care to clients with complex health needs.</td>
<td>IIC IIB</td>
<td>5. Ensure appropriate and safe use of equipment in performing client care procedures and treatments.</td>
</tr>
<tr>
<td>4. Design, implement, and evaluate comprehensive teaching plan for promotion, maintenance, and restoration of health.</td>
<td>IIG</td>
<td></td>
</tr>
<tr>
<td>5. Perform skills safely and efficiently. (with supervision or independently as appropriate)</td>
<td>IIID</td>
<td>6. Teach client and families about the safe use of equipment needed for healthcare.</td>
</tr>
<tr>
<td>6. Implement complex nursing care integrating the use of advanced diagnostic and therapeutic equipment.</td>
<td>IIF IIH</td>
<td></td>
</tr>
<tr>
<td>7. Manage care based on rapidly changing priorities.</td>
<td>IIF</td>
<td></td>
</tr>
<tr>
<td>8. Communicate therapeutically maintaining professional boundaries.</td>
<td>IIE</td>
<td></td>
</tr>
<tr>
<td>9. Document care in organized clearly stated fashion.</td>
<td>IIF</td>
<td></td>
</tr>
<tr>
<td><strong>C. PATIENT SAFETY ADVOCATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Maintain strict infection control measures in clinical settings.</td>
<td>IIB</td>
<td></td>
</tr>
<tr>
<td>2. Administer medications according to the 8 rights.</td>
<td>IIID</td>
<td></td>
</tr>
<tr>
<td><strong>D. MEMBER OF THE HEALTH CARE TEAM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Collaborate with clients and interdisciplinary health care team (IDHCT) for the planning and delivery of care.</td>
<td>IVA</td>
<td></td>
</tr>
<tr>
<td>2. Refer clients to resources that facilitate continuity of care.</td>
<td>IVC</td>
<td></td>
</tr>
<tr>
<td>3. Establish effective working relationship with clients, faculty, staff &amp; peers</td>
<td>IVD</td>
<td></td>
</tr>
<tr>
<td>4. Formulate verbal/written reports for members of the interdisciplinary team for their use in caring for the client over time.</td>
<td>IVD IVE</td>
<td></td>
</tr>
<tr>
<td>5. Function as a client advocate.</td>
<td>IVB</td>
<td></td>
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</tbody>
</table>
Table 2: Formative Clinical Evaluation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceptional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performs skills expected of a third semester student independently with minimal supervision. Manages time effectively with no cues. (10)</td>
</tr>
<tr>
<td>Comes to clinical prepared for clinical area, nursing care, and documentation. Needs minimal to no assistance to apply skills, accurately assess patient, or to collect appropriate patient information. (5)</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). (10)</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></td>
</tr>
<tr>
<td><strong>Satisfactory</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performs skills expected of a third semester student with minimal instruction and routine supervision. Manages time with few cues. (7.5)</td>
</tr>
<tr>
<td>Arrives prepared for clinical experience, nursing care, and documentation. Needs occasional assistance from instructor to apply skills, accurately assess patient, or to collect appropriate patient information. (3.75)</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></td>
</tr>
<tr>
<td><strong>Needs Improvement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performs skills expected of a third semester student but requires frequent instruction and continuous supervision. Requires continuous cues to maintain time management. (5)</td>
</tr>
<tr>
<td>Arrives with some required 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>Displays interest in the 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>Able to recall concrete knowledge, but unable to apply or adapt theory to practice. (5)</td>
<td>Appears nervous, shaky, or disinterested when communicating with patients, staff, and/or instructor. Inadequate/improper use of language/terminology/nonverbal expression to discuss healthcare topics with instructor, patients, and/or staff verbally and/or through documentation. (2.5)</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></td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unable to perform skills expected for a third semester nursing student. May appear frozen and/or instructor may be needed to complete task. Unable to manage time. (0)</td>
</tr>
<tr>
<td>Arrives completely unprepared for clinical experience resulting in clinical ineffectiveness, safety concerns, and inability to complete documentation and/or lack professional appearance. (0)</td>
<td>Lacks initiative or demonstrates disinterest in the clinical setting. Does not assist staff or peers. Unable to complete task(s) despite continuous cuing. (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></td>
</tr>
</tbody>
</table>
# Nursing 4606

## Nursing Care of Clients with Complex Health Needs

### Tentative Course Calendar

#### Fall 2021

<table>
<thead>
<tr>
<th>Week</th>
<th>Date, Time &amp; Groups</th>
<th>Location</th>
<th>Content</th>
<th>Assignments/Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Mon Aug 23</strong>&lt;br&gt;9:00-16:00</td>
<td>Room 101</td>
<td>Intro to 4606&lt;br&gt;Q and A on Course and Syllabus&lt;br&gt;Clinical Documentation&lt;br&gt;Critical Care Drug Calculations&lt;br&gt;Nursing Concept Map&lt;br&gt;Topic 1: Comfort and Sedation&lt;br&gt;(Young/Baker)&lt;br&gt;Topic 2: Pulmonary I (Baker)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tues Aug 24</strong>&lt;br&gt;15:00</td>
<td>Room 107</td>
<td>Groups C and G&lt;br&gt;Woodland Heights Hospital Orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Wed Aug 25</strong>&lt;br&gt;9:00-12:00</td>
<td>Room 115</td>
<td>Topic 3: Pulmonary II (Young)</td>
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<tr>
<td></td>
<td><strong>Thurs Aug 26</strong>&lt;br&gt;8:30-15:00&lt;br&gt;See Brightspace for assigned schedule</td>
<td>Simulation Lab</td>
<td><strong>Skills Practice: Mandatory Attendance</strong>&lt;br&gt;Trach care, Nasogastric Tubes, IV Meds/Drug Calcs</td>
<td><em>Uniform &amp; clinical tools required.</em></td>
</tr>
</tbody>
</table>

*Assignments/Due Date:*

- **Week 1:**
  - **Mon Aug 23:**
    - Q and A on Course and Syllabus
    - Clinical Documentation
    - Critical Care Drug Calculations
    - Nursing Concept Map
    - Topic 1: Comfort and Sedation (Young/Baker)
    - Topic 2: Pulmonary I (Baker)
  - **Tues Aug 24:**
    - Woodland Heights Hospital Orientation
  - **Wed Aug 25:**
    - Topic 3: Pulmonary II (Young)
  - **Thurs Aug 26:**
    - Skills Practice: Mandatory Attendance
      - Trach care, Nasogastric Tubes, IV Meds/Drug Calcs
      - *Uniform & clinical tools required.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date, Time &amp; Groups</th>
<th>Location</th>
<th>Content</th>
<th>Assignments/Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td><strong>Sun. Aug 29</strong></td>
<td></td>
<td><strong>Case Study Concept Map Due</strong> (See Brightspace for assigned case study)</td>
<td>-Case study concept map due @ 2359</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Mon. Aug 30</strong></td>
<td>Room 101</td>
<td><strong>Topic 4: EKG Interpretation (Shupak)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
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<td></td>
<td>13:00-15:00</td>
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<tr>
<td></td>
<td><strong>Wed Sept 1</strong></td>
<td>Simulation Lab</td>
<td><strong>Skills Checkoff: Mandatory Attendance</strong></td>
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<td>9:00-16:00</td>
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<td>*Uniform &amp; clinical tools required.</td>
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<td>ABCD</td>
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<td>See Brightspace for assigned schedule</td>
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<td><strong>Thurs. Sept 2</strong></td>
<td>Simulation Lab</td>
<td><strong>Skills Checkoff: Mandatory Attendance</strong></td>
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<td>9:00-16:00</td>
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<td>EFGH</td>
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<td>See Brightspace for assigned schedule</td>
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<tr>
<td>Week 3</td>
<td><strong>Mon. Sept. 6</strong></td>
<td>Simulation Lab</td>
<td><strong>Clinical on Campus Day 1: Mandatory Attendance</strong></td>
<td>*Uniform &amp; clinical tools required.</td>
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<td>ABCD: 8:30-12:30</td>
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<td>EFGH: 13:00-17:00</td>
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<td><strong>Thurs. Sept 9</strong></td>
<td>Room 101</td>
<td><strong>EKG Review</strong></td>
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<td><strong>14:00-16:00</strong></td>
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<td>Optional time to come and review and practice EKG Interpretation</td>
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| Sun. Sept. 12 | -vSim #1 assignment due  
- Skills videos due  
- Chest tube: Closed Drainage System Mgmt  
- Endotracheal tube: Skin and Oral Care  
- Endotracheal and Tracheostomy Suctioning | Testing Rooms 115/109 | [Exams](link)  
- Exam 1  
Unit 1: Topics 1-4: Comfort/Sedation, Pulmonary 1&2, EKG Interpretation | -vSim #1 due @ 2359  
-Skills Videos due @ 2359 |
| **Week 4** | Mon. Sept. 13 13:00-15:00 | Testing Rooms 115/109 | Exam 1  
Unit 1: Topics 1-4: Comfort/Sedation, Pulmonary 1&2, EKG Interpretation |  |
| Wed. Sept. 15 EFGH | Clinical Day | Assigned Hospital Clinical with Clinical Instructor |  |
| Thurs. Sept. 16 EFGH | Clinical Day | Assigned Hospital Clinical with Clinical Instructor |  |
| Sun. Sept. 19 | -Skills videos Due:  
- Arterial Catheter: Blood Sampling  
- RAP and CVP Monitoring |  | -Skills videos due @ 2359 |
| **Week 5** | Mon. Sept. 20 13:00-16:00 | Room 101 | Topic 5: Hemodynamics (Young)  
Topic 6: Shock (McDonald) |  |
<p>| Wed. Sept. 22 ABCD | Clinical Day | Assigned Hospital Clinical with Clinical Instructor |  |
| Thurs. Sept. 23 ABCD | Clinical Day | Assigned Hospital Clinical with Clinical Instructor |  |
| <strong>Week 6</strong> | Mon. Sept. 27 13:00-16:00 | Room 101 | Topic 7: Cardiovascular I (McDonald) |  |
| Wed. Sept. 29 EFGH | Clinical Day | Assigned Hospital Clinical with Clinical Instructor |  |</p>
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| **Thurs. Sept 30**  
EFGH | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| **Fri. Oct 1**  
EFGH 9:00-12:00  
ABCD 13:00-16:00 | Simulation Lab | **Clinical on Campus Day 2 – Mandatory Clinical Hours** | *Uniform & clinical tools required.* |
| **Week 7**  
**Mon. Oct. 4**  
1:00-16:00 | Room 101 | Topic 8: Legal/Ethical/End of Life (Shupak)  
Review of Critical Care Medications | |
| **Wed. Oct. 6**  
ABCD | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| **Thurs. Oct. 7**  
ABCD | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| **Sun. Oct. 10** | -vSim #2 Due | -vSim #2 Due at 2359 | |
| **Week 8**  
**Mon. Oct. 11**  
8:00-10:00 | Testing Rooms | **Exam 2**  
Unit 2: Topics 5-8: Hemodynamics, Shock, Cardiac 1, Legal/Ethical | |
| | 12:00-15:00 | Topic 9: Gastrointestinal (McDonald) | |
| **Wed. Oct. 13**  
EFGH | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| **Thurs. Oct. 14**  
EFGH | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| **Week 9**  
**Mon. Oct. 18**  
13:00-16:00 | Room 101 | Topic 10: Cardiovascular II (Young) | |
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| **Wed. Oct. 20**  
ABCD | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| **Thurs. Oct. 21**  
ABCD | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| **Sun. Oct. 24** | -Skills videos Due  
- Feeding Tubes  
- Hemodialysis  
- Blood Product Administration | | -Skills videos due @ 2359 |
| **Week 10** | Mon. Oct. 25  
13:00-16:00 | Room 101 | Topic 11: Hematological/Immune (Baker)  
Topic 12: Renal (Baker) | |
| | Wed. Oct. 27  
EFGH | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| | Thurs. Oct. 28  
EFGH | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| **Sun. Oct. 31** | -vSim #3 Due | | -vSim #3 due @ 2359 |
| **Week 11** | Mon. Nov. 1  
13:00-15:00 | Testing Rooms | Exam 3: Unit 3  
Topics 9-12: GI, Cardiac II,  
Hematological/Immune, Renal | |
| | Wed. Nov. 3  
ABCD | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| | Thurs. Nov. 4  
ABCD | Clinical Day | Assigned Hospital Clinical with Clinical Instructor | |
| | Fri. Nov 5  
10:00-13:00 | Room 101 | Topic 13: Neurological (Young) | |
| **Week 12** | Mon. Nov. 8  
13:00-16:00 | Room 101 | Topic 14: Endocrine (Baker) | |
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| **Week 10** | **Wed. Nov. 10**  
ABCD 8:30-15:00 | Simulation Lab | **Simulation Day: Mandatory Attendance** |  |
| **Week 10** | **Thurs. Nov. 11**  
EFGH 8:30-15:00 | Simulation Lab | **Simulation Day: Mandatory Attendance** |  |
| **Week 13** | **Mon. Nov. 15**  
13:00-16:00 | Room 101 | Topic 15: Trauma and Burns (Shupak) |  |
| **Fri. Nov 19** | | |  
- vSim #4 due  
- Skills videos due  
  - ICP Monitoring: External Ventricular Drain |  
- vSim #4 due @ 2359  
- Skills videos due @ 2359 |
| **Week 14** | Nov. 20-28 | | **THANKSGIVING BREAK** |  |
| **Week 15** | **Mon. Nov. 29**  
12:00-14:00 | Testing Rooms | **Exam Four: Unit 4**  
Topics 13-15: Neuro, Endocrine, Trauma/Burns |  
**HESI Review** |
| | 14:00-16:00 | Room 101 | |  |
| **Tues. Nov. 30** | 12:00-16:00 | Administrative offices | Clinical Evaluations: Sign up with 4407 |  |
| **Fri. Dec. 3** | 8:00-10:00 | Testing Rooms | Critical Care HESI |  |
| **Week 16** | **Mon. Dec. 6**  
17:00-19:00 | Testing Rooms | Medical Surgical HESI |  |