Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE OF YOUNG ADULT TO ELDERLY
Course Number:  NURS 3630
   Section Number(s):  001
   Clinical Section(s):  001-018
   Fall 2023
   Course Instructors
      Alysa Cummins, MSN, RN  (Course Coordinator)
      Jennifer Gaston, MSN, RN  (Clinical & Course Instructor)
      Rebekah Wagoner, MSN, APRN, FNP-c  (Clinical Instructor)
      Tammye Willis, MSN, APRN, FNP-C  (Sim Lab & Course Instructor)
      Mandy Brantley, MSN, APRN, FNP-C  (Clinical Instructor)
      Michelle Klein, MSN, RN  (Sim Lab Instructor)

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

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

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

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
### Faculty Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alysa Cummins, MSN, RN</strong></td>
<td>Nursing</td>
<td><a href="mailto:alyssa.cummins@sfasu.edu">alyssa.cummins@sfasu.edu</a></td>
<td>(936) 468-7748</td>
<td>Room 142</td>
<td>Wednesdays 0900-1200; Thursday 1000-1200 by appointment</td>
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<td>Wednesdays 0900-1200; Thursday 1000-1200 by appointment</td>
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<tr>
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<td><strong>Mandy Brantley, MSN, APRN, FNP-C</strong></td>
<td>Nursing</td>
<td></td>
<td>Available to her clinical students</td>
<td>by appointment only</td>
<td></td>
</tr>
</tbody>
</table>
Class meeting time and place
See Course Calendar for time, location, and course assignments. Class includes both synchronous, in-class lectures and asynchronous online lectures and assignments. See course calendar for delivery methods. Clinical on campus days vary. See course calendar for clinical schedule. Clinical instructors will provide clinical rotation schedules for each group.

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

Custom textbook package from the bookstore: ISBN : 9780443212475
Includes Sherpath for Harding Lewis’s Medical Surgical, access to binder copy of text and Collin’s Intravenous Medications text.


vSim for Nursing: Medical-Surgical (Next Generation)

Recommended:


Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: https://www.sfasu.edu/docs/nursing/technology-requirements.pdf
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.

Course Description
This course builds upon principles and theories from previous, concurrent, and pre-requisite courses. Students apply nursing theory and research in the provision of holistic nursing care to clients experiencing simple to complex disease processes. Emphasis will be on developing proficiency in the provision of nursing care to adults of diverse spiritual, ethno-cultural, and socioeconomic backgrounds with a focus on medical-surgical problems in varied healthcare settings. Students will utilize the nursing process for health promotion and maintenance. Students are encouraged to think critically about bioethical and health issues and to communicate on a professional, interpersonal, and intrapersonal level as a member of the interdisciplinary health care team.
Credit Hour Justification
(6 credits; 3 hours didactic and 9 hours clinical practicum per week) This course typically meets once a week for 3 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. Quizzes may also be given. The didactic preparation and activities average a minimum of 9 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 135 hours. It consists of direct patient care, simulation lab, clinical assignments, virtual simulation assignments, and medication administration modules. Students typically meet for clinical 2-3 times a week for 8 hours per meeting. Students are required to successfully pass the clinical component to pass the course.

Prerequisites and Co-requisites
Pre-requisites: NURS 3205, NURS 3606/3006, NURS 3207/3007, NURS 3308
Co-requisites: NURS 3431/3031, NURS 3232/3032, NURS 3030

End of Program Student 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. Assure 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 of nursing.

General Education Core Curriculum Objectives/Outcomes
None

Course Student Learning Outcomes
The student will:
1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families experiencing simple to complex health stressors.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Evaluate research for applicability of findings to provision of nursing care.
4. Incorporate the nursing process as a template to formulate and implement individualized plans of care for clients.
5. Utilize assessment and critical thinking skills to provide nursing care and teaching to severely ill clients and families.
6. Incorporate moral, ethical, economic, and legal issues in provision of nursing care to clients and families.
7. Collaborate with the interdisciplinary healthcare team respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of clients.
Differentiated Essential Competencies (DECs)
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 DECs 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

Unit Objectives:

Unit I
Care of Client with IV Therapies
At the end of this unit the student will be able to:
1. Perform an assessment on various types of intravenous access devices including peripheral
   and central lines.
2. Perform an appropriate assessment for patients receiving intravenous therapy including
   parenteral therapy.
3. Plan nursing management for patients receiving intravenous therapy including parenteral
   therapy including parenteral therapy.
4. Discuss teaching plans for a patient receiving intravenous therapy including parenteral therapy.
5. Identify and prevent complications for a patient receiving intravenous therapy including
   parenteral therapy.

Units II & III
Care of the Client with Cardiovascular Disease and Vascular Disorders
At the end of this unit the student will be able to:
1. Assess clients with cardiovascular disease or vascular disorders.
2. Apply knowledge of cardiovascular medications to the care of patients with cardiovascular
disorders.
3. Plan nursing management of a patient with a cardiovascular disease or vascular disorder.
4. Analyze lab and diagnostic data specific to the cardiovascular system.
5. Discuss teaching plans for clients with, or who are at risk for, cardiovascular disease or
vascular disorders.

Unit IV
Nursing Care of the Client with Endocrine System Disorders
At the end of this unit the student will be able to:
1. Assess the endocrine system: Describe what hormones are and how they are produced.
2. Describe the pathophysiology of the endocrine system: Pituitary gland, Anterior Pituitary
gland, Hypothalamus, Thyroid, Adrenal gland, and pancreas associated disorders to each
   gland.
3. Formulate a plan of care and nursing diagnoses for any client who has an endocrine disorder.
4. Evaluate diagnostic and laboratory testing, assessment data, and nursing interventions related
to diabetes mellitus.
5. Evaluate and implement medical interventions, oral medications and insulin therapy to a
   client with diabetes mellitus.
6. Plan discharge teaching and explain chronic complications of diabetes mellitus to a client.
7. Evaluate diagnostic testing, nursing interventions, assessment data, and medical and surgical interventions related to hyperthyroidism (Grave’s disease).
8. Evaluate diagnostic testing, nursing interventions, assessment data, and medical interventions related to hypothyroidism.
9. Evaluate nursing interventions, assessment data, and medical and surgical interventions related to acromegaly an overproduction of growth hormone from the pituitary gland.
10. Evaluate diagnostic testing, nursing interventions, assessment data, and medical interventions related to Cushing’s and Adrenal Insufficiency (Addison’s disease).

Plan teaching and postoperative care for a client with hyperthyroidism and/or pituitary

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

Unit VI
Care of the Client with Neurological Problems
At the end of this unit the student will be able to:
1. Relate the role of the professional nurse in the care of clients with neurological problems in the acute and long-term health care settings.
2. Explain diagnostic testing related to selected neurological problems.
3. Apply knowledge of pathophysiology of Neurologic diseases to the plan of care for clients with neurological problems.
4. Formulate an appropriate nursing plan of care for clients with selected neurological problems.
5. Identify common medical and surgical modalities of care used in the care of clients with neurological problems.

Unit VII
Nursing Care of the Client with Gastrointestinal System Diseases
At the end of this unit the student will be able to:
1. Identify abnormal assessment findings for patients with gastrointestinal and hepatic-biliary disorders.
2. Describe the pathophysiology of gastrointestinal and hepatic-biliary disorders.
3. Plan nursing interventions for clients with gastrointestinal and hepatic-biliary problems.
4. Analyze and interpret lab and diagnostic findings in clients with gastrointestinal and hepatic-biliary disorders.
5. Formulate teaching plans for patients with gastrointestinal and hepatic-biliary disorders.

Unit VIII
Care of the Client with Hematologic Problems
At the end of this unit the student will be able to:
1. Describe the ways that self-care practices affect the health and care of a client with hematologic problems.
2. Relate the role of the professional nurse in the care of clients and hematologic problems in acute and long-term health care settings.
3. Discuss the growth and developmental factors that affect the planning of nursing care for clients and hematologic problems.
4. Explain diagnostic testing related to selected cancer and hematologic problems.
5. Apply knowledge of pathophysiology and hematologic problems to the plan of care for clients with such.
6. Formulate an appropriate nursing plan of care for clients with selected and hematological disorders.
7. Discuss teaching plans for a client with hematologic problems.

Care of the Client with Cancer
At the end of this unit the student will be able to:
1. Assess clients with various types of cancer.
2. Analyze lab and diagnostic data specific to the client with cancer.
3. Examine and prioritize the nursing management of clients with cancer.
4. Discuss patient teaching required for the patient with cancer.
5. Integrate holistic nursing care to clients with cancer.

Unit IX
Care of the Client with a Musculoskeletal Disorder
At the end of this unit the student will be able to:
1. Assess clients with musculoskeletal disorders.
2. Apply knowledge of medications to the care of clients with musculoskeletal disorders.
4. Analyze lab and diagnostic data specific to the musculoskeletal system.
5. Discuss teaching plans for a client with a musculoskeletal problem.

Unit X
Care of the Client with Disorders of the Auditory, Visual, and Integumentary Systems
At the end of this unit the student will be able to:
A/V System:
1. Evaluate the significant subjective and objective assessment data related to the visual and auditory systems obtained from the patient.
2. Examine the role of the professional nurse in the care of clients with auditory or visual disorders and their patient teaching needs.

Integumentary System:
3. Describe assessments to be made during examination of the skin (include Braden Scale).
4. Link age related changes in the integumentary system to assessment findings.
5. Compare and contrast benign and malignant critical components for describing primary and secondary lesions.
6. Explain the etiology, clinical manifestations, and nursing care for management of bacterial, viral and fungi infections of the integumentary system.
Unit XI

Care of the Client with Urinary Disease and Male Reproductive Disorders

At the end of the urinary unit the student will be able to:
1. Relate the role of the professional nurse in the care of clients with urinary problems in the acute and long-term health care settings.
2. Discuss factors that affect the planning of nursing care for clients with urinary diseases.
3. Explain diagnostic testing related to selected urinary diseases.
4. Apply knowledge of pathophysiology of urinary diseases to the plan of care for clients.
5. Formulate an appropriate nursing plan of care for clients with selected urinary system disorders.
6. Identify common medical and surgical modalities of care used in the care of clients with urinary system dysfunctions.

Male Reproductive System:
1. Identify the male reproductive issues and evaluate the meaning of Hypospadias, Hydrocele, Varicocele, and Cryptorchidism.
2. Evaluate the role of the professional nurse in the care of males with a Benign Prostatic Hyperplasia.
3. Formulate a plan of care and patient teaching for a male patient with benign prostatic hyperplasia.
4. Inventory diagnostic testing, nursing interventions, medical interventions, and patient teaching needs, related to Prostate Cancer.
5. Inventory diagnostic testing, nursing interventions, medical interventions, and patient teaching needs, related to Penile and Testicular Cancer.
6. Identify the penile disorders, evaluate the assessments and treatments of Priapism, Peyronie’s Disease, Phimosis, and Erectile Dysfunction.
7. Evaluate patient teaching needs for male clients who have a Vasectomy.

COURSE REQUIREMENTS
Unit exams, final exam, simulations, lab experiences, clinical experiences, dosage calculation exam.

Grading Policy
EVALUATION and GRADING CRITERIA
It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript.

Policy 1.7:
1. Rounding is confined to the final course grade. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).
BSN and RN-BSN GRADING SCALE:
90-100 = A
80-89 = B
75-79 = C
Less than 75 = F

Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass this course.

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>Points</th>
<th>(Percent)</th>
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<td>Didactic</td>
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<tr>
<td>Test 1</td>
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<tr>
<td>Test 2</td>
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<td>Test 3</td>
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<td>(20%)</td>
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<tr>
<td>Test 4</td>
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<td>(20%)</td>
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<tr>
<td>Comprehensive Final</td>
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<td>(20%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td>(100%)</td>
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Exams
Exams will be composed of 50 questions (multiple formats) and possible additional pilot questions over specified material. All tests will be computerized. If computerized testing is not feasible, a paper and pencil test may be substituted. Students will have 2 minutes per question (NCLEX allotment). Students will be able to review any incorrect questions and rationales at the conclusion of the test. Students arriving late will not be allowed to begin the exam if any student has left the testing room. Late arrival after a student has left the testing room will be considered an unexcused absence. Students that begin the exam late will complete the exam with only the remaining time available. No time extensions will be given. At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in an approved university-sponsored event(s). However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. If so directed by the instructor, the student must bring a written excuse from the professional healthcare provider. If the absence is not excused, the maximum grade is 75. To calculate the grade, the ratio/proportion method will be used (i.e., 90 on unexcused absence makeup exam would be 90/100 : x/75, where x= 67.5). Make up exams may be alternate format and/or include a different number of items at the faculty discretion. Students are responsible for contacting faculty to schedule make up exams. Make up exams will be scheduled in accordance with faculty and student availability.

Testing Expectations
1. Please leave your belongings in your car. Students will only be allowed to bring a pencil and/or earplugs to their desk. Keys and other personal items will be left at the front of the room. A scratch piece of paper will be given.
2. Students may not wear hats, caps, hoods, sunglasses, or watches.
3. No food or drink will be allowed in the testing room.
4. Students should not magnify the font on the computer screen. Students needing accommodations should have prior arrangements with disability services.
5. During the exam, faculty will only answer questions regarding technical issues. No content questions will be answered.
6. After leaving the exam, please be courteous of those still taking the exam. Noise in the hallway outside of the exam room should be minimal.

Exam Remediation Policy
Students that make less than 75 on any exam are required to make an appointment for exam remediation with their clinical instructor prior to the next exam.

Classroom attendance
Refer to SON Policies. Students are adult learners. Therefore, it is up to the student to make the decision to attend class or not. However, we recommend 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).

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. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. 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. 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. Please check Brightspace regularly for course updates. 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.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s
own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Evaluations**

At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

**Brightspace**

Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password

http://d2l.sfasu.edu

*What are the technical requirements to use the system?*

You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

*How do I get technical help?*

Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

**Withheld Grades Semester Grades Policy (5.5)**

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 coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

DeWitt School of Nursing Policies
To access the SON’s student policies, follow this link: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

CLINICAL REQUIREMENTS
*In order to pass the course, you must also pass clinically. Passing clinically means meeting clinical expectations, outcomes, hours, and points as outlined below.*

Clinical Attendance
Attendance is mandatory for all clinical hours. Clinical hours are those hours spent with clients assessing, planning, implementing, and evaluating in the health-care setting and simulation lab, those in case studies, and all other assignments given clinical credit. Unexcused absence from clinical will result in a clinical F-day. Failure to call the clinical instructor prior to the start of clinical is considered an unexcused absence from clinical. All clinical absences must be made up. Course instructors reserve the right to give alternate clinical experiences to make up clinical hours. Failure to complete all clinical hours may result in clinical course failure.

Clinical Points & Hours
Students will complete 135 clinical hours, including both direct patient care and non-direct care activities as outlined below:

<table>
<thead>
<tr>
<th>Direct Patient Care Clinical Experiences</th>
<th>96</th>
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<tbody>
<tr>
<td>WC department rotation</td>
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<tr>
<td>Emergency department Rotation</td>
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<tr>
<td>OR rotation</td>
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<td>Medical surgical precepted shift</td>
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<td>Clinical Orientation</td>
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<table>
<thead>
<tr>
<th>Clinical on Campus/ Simulations (Indirect patient care)</th>
<th>29</th>
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<tbody>
<tr>
<td>Clinical Practice Day/ Simchart Orientation</td>
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<tr>
<td>Mega lab</td>
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<td>Skills check-off</td>
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<td>Cardiac Lab</td>
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<td>Summative Medication Administration Check-off</td>
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<td>MSK Simulation</td>
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<td>Neuro Simulation</td>
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<table>
<thead>
<tr>
<th>Virtual/ CAI Clinical Assignments (Indirect patient care)</th>
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**Total** 135

See course calendar for specific dates of clinical rotations, simulations, and assignment due dates.

You must receive 750 out of 1000 points (75%) to pass clinically. Points will be deducted in full unless otherwise specified on grading rubric or course syllabus.
### Points for summative med admin practice:

- Attempt #1 = 30 points
- Attempt #2 = 15 points
- Attempt #3 = 0 points

### 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.

- Follow 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, the ANA Code of Ethics, and Student Handbook for Undergraduate Programs.
- Ensure safe nursing practice.
- Accurately report and/or document nursing interventions, patients’ symptoms, responses, and progress in an effort to maintain patient safety and welfare.
- Ensure accurate entries in records pertaining to the giving of medications, treatments, or nursing care.
- Follow the policy and procedure for wastage of medications at the facility in which you are receiving clinical instruction.
- Ensure that no medications or supplies are misappropriated during clinical experiences.
- Administer nursing care, medications, and treatments in a timely and safe manner.
- Perform nursing techniques or procedures only within expected competencies and scope of practice.
- Ensure that all nursing interventions and procedures are performed under the supervision of clinical faculty and/or licensed preceptors.
- Notify the primary nurse and the instructor in the event of an emergency or change in patient condition.
- Maintain patient confidentiality.
- Ensure that you follow the School of Nursing dress code at all times, including having all necessary supplies for clinical.
- Report off to appropriate personnel before leaving the unit at any time.
- Receive satisfactory remarks from clinical sites. In the event of precepted clinical, receive 75% satisfactory on observed criteria on preceptor evaluations.
- 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.
- Keep cell phones in bag and on silent. Cell phones are not permitted in the patient care area or in uniform pockets unless otherwise approved by clinical faculty under extenuating circumstances.
- Actively pursue skills, opportunities, and experiences at clinical sites.
- Demonstrate professional behavior at all times.
- Demonstrate continual development of critical thinking and clinical judgment, 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.

**Direct Patient Care Clinical Experiences**

Direct patient care clinical experiences include medical surgical, OR, ED and wound care clinical rotation in Nacogdoches or Lufkin and associated patient documentation for each applicable experience. Students will arrive to assigned clinical site prepared and on time. Students will be given feedback after each clinical week on clinical performance. See Direct Care Clinical Evaluation Rubric below:
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.

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 majority of the 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.

Late Submission of Clinical Assignments

SIMCharts must be complete and submitted by 5pm every Friday of your clinical week. Your preceptor forms must be completed correctly the day of your clinical experience by your preceptor. You must time stamp and turn it into the NURS 3630 box in the entry way of the
student lounge by **5pm on the Friday** of your clinical experience. A time clock with instructions is available beside the boxes in the student lounge. Ten points will be deducted for each day an assignment/preceptor form is late. Students are expected to complete all clinical hours. See Clinical Attendance section for additional details.

**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: IV insertion, CVD dressing change
- Summative: Final Medication Admin Check off with IV Skills

**Clinical Evaluation Tool**
Expected behaviors are based on professional standards. These behaviors are detailed on the Nursing 3630 Clinical Evaluation Tool below. Students must meet all clinical outcomes to pass clinical.
Stephen F. Austin State University
Richard and Lucille DeWitt School of Nursing
Clinical Evaluation Tool
NUR 3630: Nursing Care of Young Adult to Elderly

Student: ______________________________ Date  Fall/Spring: _______

Instructor(s): ________________________________________________

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

Ongoing clinical feedback will be provided in individual student-faculty conferences and with the weekly evaluation tool throughout the clinical rotation and will be documented on page 3.

Clinical objectives for evaluation are listed on page 2.

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

<table>
<thead>
<tr>
<th>Final Clinical Grade:</th>
<th>Final Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Pass or Fail)</td>
<td></td>
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</tbody>
</table>

Instructor Signature

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

Student Signature:

Date: ________________
### Clinical Outcomes

**The student will:**

<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
<th>DEC</th>
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</thead>
<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
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</tr>
<tr>
<td>1. Adhere to policies of the SON and facility as well as moral, legal and ethical standards of the profession while providing nursing care to clients and families.</td>
<td>IA IIA IIE</td>
<td>1. Maintain strict infection control measures in clinical settings, adhering to isolation precautions when applicable and standard precautions for all clients.</td>
<td>IIB</td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td>IB</td>
<td>2. Safely administer medications according to the 8 rights and demonstrate knowledge of medications including applicable indication, interactions, and side effects.</td>
<td>IIID</td>
</tr>
<tr>
<td>3. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td>3. Provide for and maintain client safety at all times in regards to environment, mobility, transfers and use of equipment.</td>
<td>IIB</td>
</tr>
<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
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</tr>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to clinical practice to assess persons and families with identified physical and or psychiatric problems.</td>
<td>IIA</td>
<td>4. Perform skills safely and efficiently under supervision of a clinical instructor or RN preceptor.</td>
<td>IIID</td>
</tr>
<tr>
<td>2. Utilize the nursing process and critical thinking in provision of care to individuals and families based on analysis of available data using theoretical knowledge in collaboration with the interdisciplinary health care team.</td>
<td>IIC IIB IID</td>
<td>4. Establish effective working relationships with clients, faculty, staff, and peers. Assist peers/staff as needed, exhibit teamwork.</td>
<td>IVA IVC IVD</td>
</tr>
<tr>
<td>3. Formulate goals, develop and implement plans of care for individual clients with health care needs using evidence-based practice as guidance.</td>
<td>IIC</td>
<td>2. Identify community resources and referrals in the provision of nursing care.</td>
<td>IVC</td>
</tr>
<tr>
<td>4. Communicate therapeutically with clients maintaining professional boundaries. Communicate assessment findings, facts and concepts clearly in writing, documenting appropriately.</td>
<td>IIE</td>
<td>3. Serve as an advocate for clients and families with health care needs.</td>
<td>IVB</td>
</tr>
<tr>
<td>5. Evaluate and modify the plan of care for individual clients in collaboration with the interdisciplinary health care team.</td>
<td>IIF</td>
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<tr>
<td>Date &amp; Room</td>
<td>Topic</td>
<td>Assignments</td>
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<tr>
<td><strong>August 28th</strong>&lt;br&gt;Monday 115/0830-1630</td>
<td><strong>Class Overview:</strong>&lt;br&gt;Class expectations&lt;br&gt;Syllabus Review&lt;br&gt;Dosage Calc&lt;br&gt;Unit II &amp; III: Cardiac Lecture&lt;br&gt;(Cummins &amp; Gaston)&lt;br&gt;Dosage Calc quiz opens</td>
<td>*See D2L for reading assignments.&lt;br&gt;*Please print &amp; read the course syllabus prior to class; bring a copy to class; bring your drug books Lewis, review chapter 35; read &amp; take notes over chapters 36 &amp; 37 (p. 819-840 up to acute coronary syndrome); 38 (heart failure p.859-880 up to heart transplant), 39 (afib, p. 894-895), 41 (vascular problems)</td>
<td></td>
</tr>
<tr>
<td><strong>August 28th</strong></td>
<td>V-Sims open</td>
<td>All V-Sims through ThePoint open today and will be due <strong>November 17th by midnight.</strong> The following cases are required:&lt;br&gt;Medical Scenario 1: Kenneth Bronson&lt;br&gt;Medical Scenario 2: Jennifer Hoffman&lt;br&gt;Medical Scenario 5: Skyler Hansen&lt;br&gt;Surgical Scenario 1: Marilyn Hughes&lt;br&gt;Surgical Scenario 2: Stan Checketts&lt;br&gt;Surgical Scenario 5: Lloyd Bennett</td>
<td></td>
</tr>
<tr>
<td><strong>August 29th</strong>&lt;br&gt;Tuesday 1230-1530&lt;br&gt;See D2L for schedule</td>
<td><strong>COC: Cardiac Lab</strong></td>
<td>See schedule in D2L.</td>
<td></td>
</tr>
<tr>
<td><strong>August 30th</strong>&lt;br&gt;Wednesday 1200-1600&lt;br&gt;Room 107</td>
<td><strong>Unit I: IV Skills</strong>&lt;br&gt;Dosage Calc practice (<strong>this is clinical time</strong>)</td>
<td>*Complete IV lectures Unit I Module (<strong>online</strong>/ Brightspace): IV skills assignments, posted articles/chapter, listening to recorded lectures &amp; watching listed skills videos.</td>
<td></td>
</tr>
<tr>
<td><strong>August 31st</strong>&lt;br&gt;Thursday 0800-0900&lt;br&gt;Room 107</td>
<td>Dosage Calc Remediation</td>
<td>Required if scored less than 90 on dosage calculation quiz.</td>
<td></td>
</tr>
</tbody>
</table>
| **September 1**<br>Friday 1200-1530 | Mega Lab<br>**See D2L for schedule** | *Come prepared in clinical dress w/ clinical supplies, drug books, and charged laptop.<br>*Complete Mega Lab assignments in Brightspace.<br>*You will complete your SIM chart clinical documentation in class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| September 4/5 Mon/Tues 0900-1500 Sim lab (see schedule D2L) | **COC: Clinical Practice Day with Formative Med Admin Groups A-D Monday; E-G Tuesday** | * see Brightspace for your assigned time.  
* come prepared in clinical dress w/ clinical supplies/ resources/ drug books |
| September 6 Wednesday 1200-1400 Room 115 | Exam 1                                                                             | Units I-III                                                                 |
| September 7 Thursday 0900-1500 Sim lab (see schedule D2L) | Open lab                                                                           | *see Brightspace for your assigned time.  
* Optional open lab for skills practice (IV insertion & CVAD dressing change). |
| Sept 13 Wednesday 1200-1400 Room 107 | Unit IV: Diabetes & Endocrine (Willis)                                            | *Lewis, read & take notes over chapters 52 (p. 1272-1284), 53, 54 (p. 1328-1350)  
*See D2L for further instructions |
| Sept 14 Thursday Skills lab (see email) | **COC: Skills Check off #1**                                                      | Skills Check-Off IV insertion and CVAD Dressing Change  
* come prepared in clinical dress w/ clinical tools; **supplies will be provided**  
* come prepared in clinical dress w/ clinical supplies/ resources/ drug books  
*See email for time |
| Monday/ Tuesday | Clinical rotations E-G                                                           | See clinical schedule D2L                                                   |
| Sept 20 Wednesday 1200-1500 Room 101 | Unit V: Respiratory Unit (Cummins)                                                | Lewis, Read & take notes over chapters 30 (pp 596-610;617-619;623-629) & 31 (pp 638-671);  
review chapter 27  
Please review the recorded lectures in D2L prior to class so that you are ready to participate in the interactive case studies. |
<p>| Monday/ Tuesday | <strong>Clinical rotations A-D</strong>                                                        | See clinical schedule D2L                                                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Sept 27</td>
<td>1200-1500</td>
<td>Rm 115</td>
<td>Exam 2</td>
</tr>
<tr>
<td><strong>Monday/Tuesday</strong></td>
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<td></td>
<td>*Test #2 covers all information in Units IV &amp; V</td>
</tr>
<tr>
<td>Oct 4</td>
<td>1200-1400</td>
<td>Room 115</td>
<td><strong>Clinical rotations E-G</strong></td>
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<td></td>
<td>See clinical schedule D2L</td>
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<tr>
<td>Oct 5</td>
<td>0830-1500</td>
<td>See D2L</td>
<td><strong>COC: Neuro Sim</strong></td>
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<td>*Come prepared in clinical dress with all clinical tools. *Complete Neuro Sim Assignment on Brightspace</td>
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<td>See clinical schedule D2L</td>
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<tr>
<td>Oct 11</td>
<td>0830-1130</td>
<td>Rm 107</td>
<td><strong>Clinical rotations A-D</strong></td>
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<tr>
<td>Oct 18</td>
<td>1200-1500</td>
<td>Room 107</td>
<td><strong>Clinical rotations E-G</strong></td>
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<td></td>
<td>See clinical schedule D2L</td>
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<tr>
<td>Oct 25</td>
<td>1200-1400</td>
<td>Rm 115</td>
<td><strong>Exam 3</strong></td>
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<td></td>
<td>*Test #3 covers all information in Units VI - VIII</td>
</tr>
</tbody>
</table>

**Monday/Tuesday**
- **Clinical rotations E-G**
  - See clinical schedule D2L

**October 4**
- **Clinical rotations E-G**
  - **Unit VI: Neuro**
  - Lewis, read & take notes over chapter 61 (Acute Problems 1483-1488; 1491-1495; 1502-1513), 62 (Stroke), 63 (Chronic Problems), & review chapter 60

**October 5**
- **COC: Neuro Sim**
  - *Come prepared in clinical dress with all clinical tools.
  - *Complete Neuro Sim Assignment on Brightspace. See schedule in Brightspace

**Monday/Tuesday**
- **Clinical rotations A-D**
  - See clinical schedule D2L

**October 11**
- **Clinical rotations A-D**
  - **Unit VII: GI (Willis)**
  - Review Chapter 43. Read: Ch 44 pp. 1021-1025 (Enteral nutrition), Ch 46 pp. 1057-1061 (GERD), pp. 1067-1074 (PUD), pp.1080-1085 (Upper GI bleed) Ch 47 pp.1089-1092 (focus on C diff), pp. 1103-1104 (Peritonitis), pp. 1104-1111 (IBD), pp. 1114-1123 (Colorectal Cancer), Ch. 48, pp.1135-1147 (Hepatitis), pp. 1160-1166 Acute Pancreatitis, Chronic Pancreatitis, Pancreatic Cancer), pp. 1166-1171 (Cholelithiasis and Cholecystitis)

**Monday/Tuesday**
- **Clinical rotations E-G**
  - See clinical schedule D2L

**October 18**
- **Clinical rotations E-G**
  - **Unit VIII: Heme/CA (Gaston)**
  - Read (Hematology) Ch. 33 & 34
  - Read (Cancer) Ch. 16
  - Read (HIV) Ch 15 (p. 249-262)

**Monday/Tuesday**
- **Clinical rotations A-D**
  - See clinical schedule D2L

**October 25**
- **Clinical rotations A-D**
  - **Exam 3**
  - *Test #3 covers all information in Units VI - VIII
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Room</th>
<th>Clinical rotations E-G / A-D</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1</td>
<td>1200-1500</td>
<td>107</td>
<td><strong>Clinical rotations E-G</strong></td>
<td>See clinical schedule D2L</td>
</tr>
<tr>
<td>Wednesday</td>
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<td>Review Ch 66; Read Chapters 67, Chapter 68 pg. 1674-1677 (osteomyelitis), pg. 1682-1684 1716 (Intervertebral Disc Disease), pg. 1688-1691 (Osteoporosis), Chapter 69 pg. 1696-1712 (OA, RA, and Gout), pg. -1721 (Lupus)</td>
</tr>
<tr>
<td>November 8</td>
<td>1200-1500</td>
<td>107</td>
<td><strong>Clinical rotations A-D</strong></td>
<td>See clinical schedule D2L</td>
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<tr>
<td>Wednesday</td>
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<td>Read: Ch. 22, 23, (Hearing Loss, Otitis Media, Meniere’s disease, and Hearing Aids) 24, 25</td>
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<tr>
<td>Monday/ Tuesday</td>
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<td></td>
<td><strong>Clinical rotations E-G</strong></td>
<td>See clinical schedule D2L</td>
</tr>
<tr>
<td>Nov 15</td>
<td>1200-1500</td>
<td>107</td>
<td><strong>Clinical rotations A-D</strong></td>
<td>Lewis: review chapter 49; read &amp; take notes over chapters 50, 51 (p. 1238-1250), 55 (p. 1352-54), 59 (p. 1434- 1454)</td>
</tr>
<tr>
<td>Nov 17</td>
<td>1200-1500</td>
<td>115</td>
<td>Vsims due by midnight</td>
<td>See D2L for instructions</td>
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<tr>
<td>Friday</td>
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<td>*Eat lots of turkey!</td>
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<td></td>
<td>*Enjoy your family and friends!</td>
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<td></td>
<td>*Study a little for exam 4.</td>
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<tr>
<td>Nov 20-24</td>
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<td>Thanksgiving break</td>
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<td></td>
<td>*Eat lots of turkey!</td>
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<td></td>
<td></td>
<td>*Enjoy your family and friends!</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>*Study a little for exam 4.</td>
</tr>
<tr>
<td>Monday/ Tuesday</td>
<td></td>
<td></td>
<td><strong>Clinical rotations A-D</strong></td>
<td>See clinical schedule D2L</td>
</tr>
<tr>
<td>Nov 29</td>
<td>1200-1400</td>
<td>115</td>
<td>Exam 4</td>
<td>Covers topics from Units IX- XI</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>Dec 4</td>
<td><strong>COC: Summative Med Admin #1</strong></td>
<td>First attempt at final med pass. Come in clinical dress with all clinical tools. Complete Final Med Admin Assignment in D2L.</td>
<td></td>
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</tr>
<tr>
<td>Dec 5</td>
<td><strong>COC: Summative Med Admin #2</strong></td>
<td>Second attempt at final med pass. Come in clinical dress with all clinical tools. Complete Final Med Admin Assignment in D2L.</td>
<td></td>
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<tr>
<td>Dec 6</td>
<td>Final Review</td>
<td></td>
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<tr>
<td>Dec 6</td>
<td>See instructor</td>
<td><code>Clinical Evaluations</code></td>
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<tr>
<td>Dec 7</td>
<td><strong>COC: Summative Med Admin #3</strong></td>
<td>Final attempt at final med pass. Come in clinical dress with all clinical tools. Complete Final Med Admin Assignment in D2L.</td>
<td></td>
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<tr>
<td>Dec 11</td>
<td>Final Exam</td>
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*Room 115 0800-1000*