Stephen F. Austin State University
DeWitt School of Nursing
NURSING CAPSTONE
Course Number: NURS 4233
Clinical Section(s): 010, 011
Fall 2023
Course Instructor
K. Sheree Barrios, DNP, APRN, WHNP
Kesha T. Becnel, EdD, RN, CNE (Course Coordinator)

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.
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               Tuesday 1000-1200
               Email for appointment

Class meeting time and place
See Course Calendar for time, location, and course assignments.

Required Textbooks and Materials
Hurst Review.
The Hurst Review must be purchased from one of the campus bookstores and the receipt must be shown to course instructors on the first day of class.

Recommended:

Students may also need any textbooks or reference materials from previous semesters. It is strongly encouraged that the student has an NCLEX Review Book.

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 previous, concurrent, and prerequisite courses. This practicum provides students with the opportunity to apply critical thinking, nursing theory, research, and practice to clinical decision-making with clients of diverse spiritual, ethno-cultural, and socioeconomic backgrounds. The course is designed to evaluate and strengthen student readiness to practice as an entry-level nurse. Emphasis is placed on meeting client and family needs, providing holistic
nursing care across the life span, and the nurse’s role in addressing associate legal, ethical and economic issues in conjunction with the interdisciplinary healthcare team.

**Credit Hour Justification**
(2 credits; 6 clinical practicum per week)
This course typically meets once a week on average of 6 hours for a total of 90 clinical hours. Weekly medical calculation and/or quizzes are given and the course has multiple comprehensive exams. Preparation for clinical activities is required. Clinical activities consist of skills lab, multiple simulations, and precepted clinical hours in a hospital setting.

**Prerequisites and Co-requisites**
Prerequisites: NURS 4606/4006, NURS 4407/4007, NURS 4208/4008
Co-requisites: NURS 4330, NURS 4331/4031, NURS 4432/4032

**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**
Same as the End of Program Student Learning Outcomes listed above.

**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](https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf)
COURSE REQUIREMENTS

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

<table>
<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>Pre-Clinical activities</td>
</tr>
<tr>
<td>Medication Calculation Quizzes (x6)</td>
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<tr>
<td>Elevate Module Quizzes (x6)</td>
</tr>
<tr>
<td>Qbank/Customizer Quiz</td>
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<tr>
<td>Clinical Assignments</td>
</tr>
<tr>
<td>Q-Review Readiness Exam #1</td>
</tr>
<tr>
<td>Q-Review Readiness Exam #2</td>
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<tr>
<td>Exit HESI Exam</td>
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</tbody>
</table>

Total 100%

Quizzes
Quizzes are given throughout the semester through the Hurst Review online platform and Brightspace. See each quiz for the total number of points each is worth. The quiz grade will be decided by adding up all the point values of the items correct on each quiz and dividing by the total possible points.

Exams

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Exams are given through the Hurst Review online platform and the HESI online platform. The Q-Review Readiness Exams are 85 questions and students are given 3 hours to complete the exam. The Exit HESI Exam is 120 questions and students will have 4 hours to complete the exam (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.

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

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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 Clinical Course 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 online 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](http://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](http://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](http://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 Hours**
You must complete 90 total hours of clinical hours for successful completion of this course.

Breakdown:
- 23 hours: Live Hurst Review
- 6 hours: Skills lab
- 60 hours: Precepted hospital clinical (5x12 hour shifts)
- 1 hour: Clinical orientation and final clinical evaluation

**Clinical Placement in Capstone**
Effort will be made to place students in a clinical area with regard to student interest. However, course objectives, educational needs of the individual student, the availability of preceptors and clinical areas as dictated by the DeWitt School of Nursing and partner agencies take precedence over student interests.

Capstone placement is an intricate process that involves many variables between the School of Nursing, other nursing programs sharing clinical sites, and our clinical agencies. Many variables are not in our control and limit the areas that we can place students. Please be respectful of our limitations.

Students will take the QReview Readiness Exam at the start of 4th semester. This exam will be used to determine your readiness to pass NCLEX as a nurse generalist. Remember, the goal of our nursing program is for you to be a nurse generalist. Therefore, if the score on the readiness exam doesn’t reflect mastery of the nurse generalist role, you will be placed on a medical-surgical unit.

**The Capstone practicum is to assist students into professional nursing- not as a transition into a career path.**

**Clinical Assignments**
You will be required to complete a clinical assignment for each clinical shift (for a total of 5 clinical assignments). Each assignment is due within 3 days of the end of the shift to Dropbox. Failure to submit the assignment on time will result in loss of points on the clinical assignment rubric.

*See course calendar for specific dates of clinical shift due dates and skills labs.*

**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 a clinical rotation with an assigned RN preceptor in an assigned clinical area. Students will be responsible for contacting their preceptor and setting up the dates/times that they will attend clinical. (Please abide by scheduling limitations for your assigned unit on your preceptor information handout and on the clinical calendars in Brightspace). Students must notify the course instructor of scheduled precepted clinicals by completing the Clinical Schedule Form found on Brightspace by the deadlines on the course calendar. Shifts not entered on the Clinical Calendar will not count toward clinical hours earned.

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Associated clinical assignments will be completed for each clinical experience. Students will arrive to the assigned clinical site prepared and on time. Students will be given feedback after each clinical day on clinical performance by their assigned preceptor. The Preceptor Evaluation form can be found on Brightspace.

**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. Students will verify with their assigned preceptor the time they need to arrive for report. 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**
Points may be deducted for clinical assignments submitted late per specific rubric guidelines. For assignments not graded on a rubric, see specific assignment guidelines in the course syllabus. Students are expected to complete all clinical hours. See Clinical Attendance section for additional details.

**Skills Assessment (Check-offs)**
The student will participate in a summative skills assessment as a part of this course. Students are required to demonstrate competency in all designated skills prior to course completion. 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:
Summative: Medication Administration Lab

**Capstone Clinical Guidelines**
This is a list of guidelines directly related to scheduling and completing your clinical shifts for Capstone. Failure to follow these guidelines could result in clinical hours not counted and shifts repeated for credit.

- You are not allowed to do night clinicals on Monday or Tuesday nights (due to class on Tuesdays). You also cannot do night clinicals if you have class/lab/sim/clinical scheduled for another class the next day.
• Please adhere to the restrictions (listed on your preceptor handout and on the clinical calendars) to your assigned unit when you schedule your shifts. Some units/hospitals do not allow students from different semesters/clinical groups at the same time.
• Check in with your preceptor the day/evening before you are scheduled to work with them. This reminds them that you will be with them and it allows them to tell you if they have changed their schedule or been flexed off.
• Only your assigned preceptor can sign your preceptor evaluation (unless you get prior permission from the instructors).
• If your preceptor is floated to a different unit, go with them. Just message the instructors to let them know where you are so they can find you when they make rounds.
• **Do not leave your shift early** even if your preceptor offers. If the patient census is low, use that time to ask questions about policies, etc. If you leave early, you will have to make up the hours.
• You are allowed to change your shifts. We offer flexibility since you are self-scheduling. Just message the instructor of the shift you are canceling and enter the new one in the clinical scheduling form online.
• You can help other nurses and staff. Your preceptor is responsible for your evaluation each shift, but you can work with other nurses and staff. This will allow you to get more patient care experience!
• Please turn in your clinical evaluations ASAP after your clinical shift. We need them within two weeks of your shift.
• You will get to see your preceptor evaluations after your shift. You are not allowed to ask your preceptor why they evaluated you the way they did. If you have questions about a preceptor evaluation, come to the course instructor.
• Every clinical shift has an associated clinical assignment that is due within 3 days of the shift. Don’t forget to submit it! Late submissions are an automatic 10-point deduction on the associated rubric.
• Please check the clinical calendar on Brightspace to make sure your clinical shifts get entered.

Please use the following script when contacting your preceptor for the first time:

_Hello, my name is_______. I am a 4th semester Capstone student at SFA. Thank you for agreeing to precept me this semester. I will be working five shifts with you. Can you please send me the dates you are scheduled to work in the coming weeks so I can begin scheduling my clinical shifts with you? I’m looking forward to meeting you and learning from you this semester._

Make sure in your conversation you find out exactly what time to arrive to get report and where to report on your first shift.

**Clinical Evaluation Tool**
Expected behaviors are based on professional standards. These behaviors are detailed on the Nursing 4233 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
NURS 4233: Nursing Capstone

Student: ___________________________ Date ____________ Fall/Spring: _________
Instructor(s): ________________________________

Evaluation Criteria: S = Satisfactory  U = Unsatisfactory

Ongoing clinical feedback will be provided in individual student-faculty conferences throughout the clinical rotation and will be documented weekly.

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>
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<tbody>
<tr>
<td>(Pass or Fail)</td>
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<tr>
<td>Instructor Signature</td>
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<td></td>
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<tr>
<td>Student Signature:</td>
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<td></td>
<td></td>
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<tr>
<td>Date: ____________________</td>
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Final Instructor Comments

Final Student Comments
### Clinical Outcomes
The student will:

<table>
<thead>
<tr>
<th>A. MEMBER OF THE PROFESSION</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
</tr>
</thead>
<tbody>
<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 IIIA IIIE</td>
<td>1. Maintain strict infection control measures in clinical settings, adhering to isolation precautions when applicable and standard precautions for all clients.</td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td>IB</td>
<td>2. Safely administer medications and demonstrate knowledge of medications including applicable indication, interactions, and side effects.</td>
</tr>
<tr>
<td>3. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td>3. Maintain client safety at all times by identifying at risk clients and intervening appropriately</td>
</tr>
<tr>
<td>4. Protect confidentiality of clients, families, and community.</td>
<td>IA</td>
<td>4. Perform skills safely and efficiently under supervision of a clinical instructor or preceptor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. PROVIDER OF PATIENT-CENTERED CARE</th>
<th>D. MEMBER OF THE HEALTH CARE TEAM</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>2. Utilize the nursing process and critical thinking in provision of care to individuals and families based on analysis of available information in collaboration with the interdisciplinary health care team.</td>
<td>IIC IIIB IIID</td>
</tr>
<tr>
<td>3. Perform comprehensive assessments of clients based on the needs of the client.</td>
<td>IIB</td>
</tr>
<tr>
<td>4. Provide evidence-based nursing care based on client-centered goals and plans of care.</td>
<td>IIC</td>
</tr>
<tr>
<td>5. Communicate therapeutically and professionally with clients in the provision of client-centered care.</td>
<td>IID IIIE</td>
</tr>
<tr>
<td>6. Evaluate and modify the plan of care, when appropriate, for individual clients in collaboration with the interdisciplinary health care team.</td>
<td>IIF IVC</td>
</tr>
<tr>
<td>7. Provide client-centered care that is sensitive to the cultural values, beliefs, and customs of the client.</td>
<td>IIB IIC</td>
</tr>
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# Nursing 4233

## Course Calendar

### Fall 2023

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignments</th>
</tr>
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<tr>
<td>Aug 28</td>
<td>Class Overview &amp; Syllabus Review</td>
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<td>Monday</td>
<td>Please read the course syllabus and course calendar prior to class and bring a copy to follow along during class. Bring your receipt to show proof of purchase for Hurst Review.</td>
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<tr>
<td>1200-1500</td>
<td>Rm 115</td>
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<tr>
<td>0900-1700</td>
<td>Rm 101</td>
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<tr>
<td>0800</td>
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<tr>
<td>1400</td>
<td>Sim Lab</td>
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<td>Sept 11</td>
<td>Medication Administration Lab- Group A</td>
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<td>You will be assigned a time to come and complete the Medication Administration Lab. See the schedule listed in Brightspace. Prepare by following the Medication Administration Lab Instructions found in Brightspace.</td>
</tr>
<tr>
<td>See schedule</td>
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<td>Sim Lab</td>
<td>Hurst Specialty Videos: Pediatric Nursing and Post Test Due</td>
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<td>Sept 13</td>
<td>First Day for Capstone Clinical</td>
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<td>Sept 18</td>
<td>Hurst Specialty Videos: Maternity Nursing and Post Test Due</td>
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<td>Monday</td>
<td>Clinical Shifts Due for Sept 27-Oct 2</td>
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Revised 8/17/23- KB
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<td>Sept 25</td>
<td><strong>Hurst Specialty Videos: Management of Care and Neurology and Post Test Due</strong></td>
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<td>Clinical Shifts Due Oct 4-9</td>
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<td>Nov 20-24</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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