Stephen F. Austin State University  
DeWitt School of Nursing  

**Course Number:** NURS 4606  
**Section Number(s):** 001  
**Clinical Section(s):** 010-016  
**Fall 2023**  

**Course Instructors**  
Mrs. Jordan Baker MSN, APRN, FNP-BC, CNE (Course Co-Coordinator)  
Mrs. Alex Kinney, BSN, RN  
Mrs. Megan Nichols MSN, RN  
Mrs. Joy Shupak MSN, RN (Course Co-Coordinator)  
Mrs. Laura Logan, MSN, RN, CCRN (Clinical Instructor for Lab/Simulation)  

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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.  

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.  

*This syllabus is provided for information purposes only.*
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Self-schedule link: https://calendly.com/baker4606/30min

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Other times, by appointment.

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

Required Texts
- DocuCare, go to [http://thePoint.lww.com](http://thePoint.lww.com). ISBN: 978-1-4511-7669-8

Purchased in second semester:

Recommended

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](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/TDCClient/2027/Portal/Home/ or 936-468-HELP](https://help.sfasu.edu/TDCClient/2027/Portal/Home/)

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 in a holistic manner and the nurse’s role in addressing associated legal, ethical, and economic issues in conjunction with the interdisciplinary health care team.

Credit Hour Justification
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.

**Prerequisites and Co-requisites**
Prerequisites: NURS 3630/3030, NURS 3431/3031, NURS 3232/3032
Co-requisites: NURS 4006, NURS 4407/4007, NURS 4208/4008

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

COURSE REQUIREMENTS

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.

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
79-75 = 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.
Didactic Points

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage (or Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20% (or 100 points)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20% (or 100 points)</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20% (or 100 points)</td>
</tr>
<tr>
<td>Exam 4</td>
<td>20% (or 100 points)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20% (or 100 points)</td>
</tr>
<tr>
<td>Total</td>
<td>100% (or 500 points)</td>
</tr>
</tbody>
</table>

*A student must earn 372.5 out of 500 (74.5%) points in order to successfully pass the course.*

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.
**Comprehensive Final Exam**

The comprehensive final exam will be given at the end of the semester. This exam covers all content covered in NURS 4606. The exam will consist of 50 questions (*note: a maximum of 5 pilot questions may be included within the exam. These questions do not count towards the exam grade).

**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. Please wait until statistics are reviewed and exam grades are posted before contacting instructor for exam remediation.

**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 the 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 will not be awarded.

**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). An attendance sheet will be passed around and each student is required to sign it. No student may sign in for another student. To minimize distractions, please wait until a break to enter class if you arrive **after** the door is locked.
**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](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
UNIT OBJECTIVES

Unit One

Comfort and Sedation
1. Recognize factors that place the critically ill patient at risk for developing pain, delirium, and anxiety.
2. Utilize appropriate pain and sedation scales to assist in comfort and sedation of the critically ill client.
3. Discuss pharmacological and non-pharmacological methods for management of pain based on knowledge of the physiology of pain.
4. Develop a patient-centered plan of care to treat pain, agitation, or delirium based on objective and subjective assessment findings.
5. Examine common medications used in the treatment of pain, agitation, delirium, and neuromuscular blockade, including appropriate use, side effects, and nursing implications.

Pulmonary One
1. Recall normal vs. abnormal respiratory assessment findings, including diagnostics, to better understand rationales behind interventions related to respiratory distress and/or failure.
2. Utilize pulse oximetry (SpO₂) and/or end-tidal carbon dioxide (ETCO₂) monitoring to assist in care of client with respiratory alterations.
3. Compare indications, risks, and benefits of commonly used oxygen delivery devices.
4. Examine potential causes of abnormal arterial blood gas (ABG) findings and correlate findings to priority nursing interventions.
5. Explore nurse’s role in placement of artificial airways, including how to maintain an open airway.
6. Identify indications for mechanical ventilation and the nursing role related to rapid sequence intubation (RSI).
7. Describe types (invasive versus noninvasive), settings, and modes of mechanical ventilation, including indications for ventilation.
8. Formulate a comprehensive plan of care for the client undergoing invasive and noninvasive mechanical ventilation including alarm recognition.
9. Relate complications associated with mechanical ventilation to appropriate nursing interventions.

EKG Part One, Rapid Response, and Emergency Treatments
1. Explain the relationships between electrical and mechanical events in the heart.
2. Interpret the basic dysrhythmias generated from the sinoatrial node, the atria, the atroventricular node.
3. Describe appropriate interventions for common dysrhythmias, such as sinus rhythms, atrial fibrillation (AFIB), atrial flutter, supraventricular tachycardia (SVT).
4. Differentiate basic and advanced life-support measures used during a code.
5. Identify medications used in code management, including use, action, side effects, and nursing implications.
6. Describe differences between synchronized cardioversion, defibrillation, and transcutaneous pacing.
7. Evaluate effectiveness of medical/nursing interventions for a client with a dysrhythmia.

**Pulmonary Two**
1. Describe the pathophysiology of acute respiratory failure, including contributing disease processes such as chronic obstructive lung disease (COPD), asthma, pneumonia, pulmonary embolism (PE) and cystic fibrosis (CF).
2. Relate pathophysiologic changes that occur with respiratory failure to safe and evidence-based nursing interventions.
3. Describe the nursing management of clients undergoing pulmonary diagnostic procedures such as bronchoscopy, thoracentesis, or other radiologic interventions.
4. Formulate a plan of care for the client with acute respiratory distress syndrome (ARDS).
5. Discuss implementing evidence-based interventions to prevent ventilator associated pneumonia (VAP).

**Unit Two**

**Ethical and Legal Issues in Nursing & End of Life Care**
1. Employ ethical principles to create an ethical environment.
2. Apply components of a systemic, ethical decision-making model.
3. Examine legal principles and accountability of the nurse related to the critical care setting, such as malpractice, negligence, autonomy, beneficence, etc.
4. Analyze legal documents utilized in end-of-life care decisions, such as informed consent, advance directives, and organ transplantation.
5. Discuss nursing interventions and legal duties related to end-of-life care.
6. Compare and contrast palliative and hospice care and understand nursing role in each aspect.
7. Investigate cultural considerations in end-of-life care.
8. Examine requirements when using restraints on a client.
9. Analyze laws specific to nursing, such as EMTALA and Safe Harbor.
10. Discuss the OPO (Organ Procurement Organization) role in organ donation.
11. Discuss the critical care nurse responsibility related to the organ donation process and donor management.

**EKG Part Two, Nursing Management, Critical Care Infusions**
1. Interpret the basic dysrhythmias generated from the ectopic beats, atrioventricular node, heart blocks, and ventricles
2. Examine equipment used to perform synchronized cardioversion, defibrillation, and transcutaneous pacing
3. Explore critical care infusions and IVP drugs used in the management of dysrhythmia, including use, action, side effects, and nursing implications
4. Evaluate effectiveness of medical/nursing interventions for a client with a dysrhythmia

**Hemodynamic monitoring**
1. Interpret hemodynamic values related to pathophysiologic causes.
2. Describe the indications, measurement, potential complications, and nursing management associated with pulmonary artery catheter (PAC) and arterial lines.
3. Manage the care of a client with alterations in hemodynamics and tissue perfusion.
4. Analyze the clinical relevance and methods of assessing cardiac output.

**Shock, Sepsis, and MODS**
1. Apply knowledge of pathophysiology when caring for a client with shock.
2. Differentiate assessment findings in each classification of shock, including hypovolemic, cardiogenic, obstructive, and distributive shocks.
3. Implement medical/nursing interventions in the care of a client undergoing each type of shock.

**Unit Three**

**Renal Alterations**
1. Examine important anatomy and physiology concepts and terminology related to the renal system.
2. Demonstrate appropriate renal system assessment techniques.
3. Classify prerenal, intrarenal, and postrenal causes of acute kidney injury and what increases clients’ risk for each.
4. Evaluate assessment findings/laboratory results and respond to changes/trends in clients with acute kidney injury.
5. Integrate medical/nursing interventions in the care of a client with acute kidney injury.
6. Apply nursing knowledge in the management of care in a client receiving hemodialysis or continuous renal replacement therapy.
7. Evaluate the plan of care of a client receiving peritoneal dialysis.
8. Identify signs and symptoms of clients with acute kidney injury experiencing fluid/and or electrolyte imbalance.
9. Apply medical/nursing interventions to correct fluid/and or electrolyte imbalances in clients experiencing acute kidney injury.

**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. Discuss types of blood and blood products and laboratory testing.
4. Develop a plan of care for the client with hematological disorders.
5. Apply nursing knowledge to safely administer blood products and evaluate client response.
6. Apply nursing management and priorities of care related to a client with a transfusion reaction.
7. Implement principles of infection prevention and appropriate precautions in the care of an immunocompromised client.
8. Integrate medical/nursing interventions in the care of a client with coagulopathy such as thrombocytopenia or disseminated intravascular coagulations (DIC).

**Cardiovascular Alterations**

1. Recall normal versus abnormal cardiovascular assessment findings, including diagnostics.
2. Describe assessment findings, including EKG changes, potential complications, and treatments related to acute coronary syndrome (ACS) from a myocardial infarction (MI).
3. Compare and contrast pharmacological agents used in treatment of cardiac diseases.
5. Review nursing management of chest tubes including normal versus abnormal assessment findings and interventions for common chest tube problems.
6. Interpret normal versus abnormal EKG findings with temporary and permanent pacemakers.
7. Formulate a plan of care for the client with a temporary and/or permanent pacemaker including indications, priority interventions based on assessment findings, and pertinent patient education.
8. Evaluate assessment findings/laboratory results and respond to changes/trends in clients with heart failure.
9. Formulate a comprehensive plan of care for the client undergoing treatments of heart failure and cardiogenic shock, including pharmacologic treatments such as inotropes, intra-aortic balloon pump (IABP), extracorporeal membranous oxygenation (ECMO), left-ventricular assist devices (LVADs), and organ transplantation.
10. Assess and respond to changes/trends in a client with hypertensive emergency or aortic aneurysm.
11. Evaluate effectiveness of plan of care for the acutely ill cardiovascular client.

**Gastrointestinal Alterations**

1. Analyze the pathophysiology, assessment, outcomes, and medical and nursing interventions for gastrointestinal alterations.
2. Formulate a plan of care for the client with gastrointestinal alterations, such as esophageal varices, acute pancreatitis, and acute liver failure.
3. Evaluate effectiveness of plan of care for the client with gastrointestinal alterations.
5. Relate assessment findings to nursing/medical interventions for gastrointestinal bleeds.
6. Differentiate between enteral and parenteral nutrition, including nursing/medical interventions with each.

**Unit Four**

**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. Review the anatomy and physiology of the integumentary system.
2. Describe the pathophysiology of burns.
3. Compare the types of burn injuries.
4. Discuss the primary and secondary survey assessments during resuscitation and the acute phases of burn management.
5. Formulate a plan of care for the patient with a burn injury.

**Neurological Alterations**
1. Evaluate assessment findings and respond to changes/trends in client’s neurological status.
2. Identify the pathophysiology of increased intracranial pressure.
3. Integrate medical/nursing interventions in the care of a client with increased intracranial pressure.
5. Describe nursing and medical management of patients with trauma to the neurologic system, such as traumatic brain injury (TBI) and spinal cord injury (SCI).
6. Discuss the nursing assessment and care of a critically ill client with an acute nervous system injury related to hematomas and strokes.
7. Apply how the pathophysiologic process of carotid artery disease (CAD) leads to stroke, and the associated surgical treatment, complications, nursing management, and patient education that would be provided.
8. Implement a plan of care for a client with seizures and status epilepticus.
9. Apply principles of infection prevention in clients with bacterial meningitis.
10. Explain assessment findings and nursing interventions for clients with spinal cord injury.

**Endocrine Alterations**
1. Review the anatomy, physiology, age-related changes, and feedback mechanisms for regulation of hormones.
2. Recall normal versus abnormal endocrine assessment findings, including diagnostics, to better understand rationale behind interventions related to endocrine alterations.
3. Relate pathophysiologic changes that occur with hyperglycemic crises to safe and evidence-based nursing interventions.
4. Evaluate systemic manifestations of disorders resulting from alterations in hormones.
5. Identify the priority nursing interventions for client with endocrine crises.
7. Determine pertinent nutritional goals related to clients with endocrine alterations.

**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 healthcare 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

You must receive 349 out of a possible 465 points (75%) to pass clinically. Points will be deducted in full unless otherwise specified on grading rubric or in course syllabus.

<table>
<thead>
<tr>
<th>Hospital Clinical</th>
<th>Points Possible</th>
<th># of Clinical Hours</th>
<th>Virtual / Lab Clinical</th>
<th>Points Possible</th>
<th># of Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Eval Wk 1</td>
<td>50</td>
<td>17</td>
<td>Learning Lab 1</td>
<td>15</td>
<td>2.5</td>
</tr>
<tr>
<td>Clinical Eval Wk 2</td>
<td>50</td>
<td>17</td>
<td>Learning Lab 2</td>
<td>15</td>
<td>2.5</td>
</tr>
<tr>
<td>Clinical Eval Wk 3</td>
<td>50</td>
<td>17</td>
<td>Learning Lab 3</td>
<td>15</td>
<td>2.5</td>
</tr>
<tr>
<td>Clinical Eval Wk 4</td>
<td>50</td>
<td>17</td>
<td>Learning Lab 4</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>DocuCare Wk 1</td>
<td>10</td>
<td>2.5</td>
<td>Vernon Watkins VSim</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>DocuCare Wk 2</td>
<td>10</td>
<td>2.5</td>
<td>Carl Shapiro VSim</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>DocuCare Wk 3</td>
<td>10</td>
<td>2.5</td>
<td>Vincent Brody VSim</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>DocuCare Wk 4</td>
<td>10</td>
<td>2.5</td>
<td>Doris Bowman VSim</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>C J T* Wk 1</td>
<td>10</td>
<td>2.5</td>
<td>Skills Practice</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>C J T Wk 2</td>
<td>10</td>
<td>2.5</td>
<td>Skills Check Off</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>C J T Wk 3</td>
<td>10</td>
<td>2.5</td>
<td>Med Admin Practice</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C J T Wk 4</td>
<td>10</td>
<td>2.5</td>
<td>Med Admin Check Off</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>CL Questions</td>
<td>5</td>
<td>0.5</td>
<td>Simulation CV/Neuro</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>ER Questions</td>
<td>5</td>
<td>0.5</td>
<td>Case Study Assignment</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Hospital Orientation</td>
<td>5</td>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>165</td>
<td>40.5</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>94.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*CJT = Clinical Judgement Tool

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
Clinical sites:

- Nacogdoches Memorial Hospital
- Nacogdoches Medical Center
- CHI St. Luke’s Memorial Health Lufkin, TX
- Woodland Heights Medical Center Lufkin, TX

Direct patient care clinical experiences include eight days of 8.5-hour clinical rotations in designated units, including ICU, step-down/PCU, ER, cath lab, and cardiac rehabilitation, and associated patient documentation for each applicable experience. Students will arrive to
assigned clinical site prepared and on time. See Brightspace for clinical dates/times, clinical evaluation rubric, and clinical assignments that go with the direct care experiences. Students will be given feedback weekly on clinical performance. See Clinical Evaluation Tool 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**
Students will receive a 0 for all late submissions of clinical assignments, but will still be required to submit all clinical assignments for clinical hour requirements. See Brightspace for due dates and details. Students are expected to complete all clinical hours. See Clinical Attendance section for additional details.

**ER/Cath Lab Clinical Assignment**
Students will have two precepted clinicals in the ER and cath lab (CL). Students will complete an ER and a CL clinical assignment after the assigned clinical. See Brightspace for assignment instructions. The preceptor evaluation is to be turned into the 4606 class box in the student lounge by 0900 on the Monday following the clinical shift. A time stamp will need to be placed on the envelope prior to placing it in the box using the time clock provided (also located in the student lounge). Please also complete evaluations in Typhon of your preceptors and clinical sites after completion of your clinical rotation.

**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, medication administration competency
  - **Objectives**
    - Demonstrate proper sterile technique when caring for a patient with an artificial airway.
    - Demonstrate proper technique when inserting and caring for a client with a nasogastric tube.
    - Demonstrate medication administration competency in oral, injection, or intravenous routes.
  - **If unsuccessful:**
    - 1st attempt = Clinical counseling, loss of 5 clinical points
    - 2nd attempt = Clinical counseling
    - 3rd attempt = F Day and action plan (skill to be checked off during summative evaluations if required)
- **Summative:** Students will be required to demonstrate medication administration competency through the Medication Administration Evaluation using skills learned in previous semesters, as well as this course.
  - **If unsuccessful (summative evaluations):**
    - on 1st attempt = Clinical counseling, loss of 5 clinical points
    - on 2nd attempt = Clinical counseling, loss of 5 clinical points
    - on 3rd attempt = Clinical Failure
    - Nasogastric tube placement and care as needed, Tracheostomy suctioning and care as needed

**Medication Administration Lab**
Each student will participate in the Med Admin Lab in order to practice for the Summative Med Admin at the end of the semester. This lab is designed to simulate the process of safe medication administration using critical thinking in a case study format. This lab will count as clinical hours, and is **mandatory**. Students will be given a medication sheet to be filled out prior to the lab, and will count as their ‘ticket’ into the lab experience. Any student not prepared to participate will be asked to return at the end of the day (time permitting) to complete the lab. There will be a loss of 5 clinical points if this occurs. Please refer to the clinical attendance policy and clinical expectations for additional information. See Brightspace for detailed instructions/due dates.

**Learning Labs**
Students will complete four on-campus learning labs, reviewing important nursing care and management for an advanced medical surgical patient and reinforcing didactic content. These
labs will count as clinical hours, and attendance is mandatory. Each learning lab will have pre-assignments due prior to each lab in the format of FA Davis Skills videos and other content posted in Brightspace. There will be a quiz at the beginning of the learning labs, and students must achieve a score of 75% or higher on the quiz. Learning lab points can be earned by achieving 75% or higher on assigned quizzes (5 points), and actively participating in lab (10 points). Learning labs will cover topics including oxygen devices, mechanical ventilation, chest tubes, EKG interpretation and interventions, critical care medications/vasoactive drips, hemodynamic monitoring, care of client in shock, blood draw, blood transfusion, nursing management of various types of central and arterial lines, and care of client with trauma. See Brightspace for detailed instructions/due dates.

Clinical Evaluation Tool
Expected behaviors are based on professional standards. These behaviors are detailed on the Nursing 4606 Clinical Evaluation Tool below. Students must meet all clinical outcomes to pass clinical.

VSIm Clinical Assignments
Students will complete four virtual simulations outside of class/clinical time that counts towards clinical hours. See Brightspace for detailed instructions/due dates. Students will be held responsible for completing VSims to receive clinical hour credit. If any are not completed by the end of the semester, students will be subject to the withheld grades policy due to incomplete clinical hours. Total possible score for each VSim is 15 points. The VSim is 5 points, the post-simulation quiz is 5 points, and the documentation is 5 points. Each scored item is all or nothing, meaning you must meet the criteria stated below or you get 0 points for that section.

Simulations
Each student is required to complete two complex simulations. Pre and post assignments/quizzes are included in this requirement. Simulation points can be earned by turning in completed pre-assignment at time of simulation (5 points), completion of simulations (5 points), and post-simulation quiz (5 points). See Brightspace for detailed instructions/due dates.
Stephen F. Austin State University
Richard and Lucille DeWitt School of Nursing
Clinical Evaluation Tool
NURS 4606: Nursing Care of Complex Health Needs

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>
</tr>
</thead>
<tbody>
<tr>
<td>(Pass or Fail)</td>
<td></td>
</tr>
</tbody>
</table>

Instructor Signature
____________________________

Student Signature:
____________________________

Date: ________________________

Final Student Comments

Final Instructor Comments
<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>May</th>
<th>Clinical Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will:</strong></td>
<td></td>
<td><strong>B. CONT.</strong></td>
</tr>
<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</td>
<td>IA</td>
<td>10. Complete accurate detailed correlation maps for each client.</td>
</tr>
<tr>
<td>care settings. (Includes BON, University, Facility, Code of Ethics, Standards of</td>
<td>IIA IIE</td>
<td></td>
</tr>
<tr>
<td>Practice, HIPAA, etc.)</td>
<td></td>
<td></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,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
<td>ID</td>
<td>12. Evaluate legal and ethical issues that arise in the care of clients with complex</td>
</tr>
<tr>
<td>growth.</td>
<td></td>
<td>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</td>
<td>IIA</td>
<td>3. Determine effects of medications, their interactions, and side effects.</td>
</tr>
<tr>
<td>provision of nursing care based on theory, research, and evidence-based practice.</td>
<td></td>
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</tr>
<tr>
<td>2. Perform comprehensive assessment to include factors impacting health status</td>
<td>IIB</td>
<td></td>
</tr>
<tr>
<td>and health needs of clients with complex health needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Utilize nursing process in provision of care to clients with complex health</td>
<td>IIC IIB</td>
<td></td>
</tr>
<tr>
<td>needs.</td>
<td></td>
<td></td>
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<tr>
<td>4. Design, implement, and evaluate comprehensive teaching plan for promotion,</td>
<td>IIG</td>
<td></td>
</tr>
<tr>
<td>maintenance, and restoration of health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Perform skills safely and efficiently. (with supervision or independently</td>
<td>IID</td>
<td>4. Collaborate with clients and interdisciplinary health care team (IDHCT) for the</td>
</tr>
<tr>
<td>as appropriate)</td>
<td></td>
<td>planning and delivery of care.</td>
</tr>
<tr>
<td>6. Implement complex nursing care integrating the use of advanced diagnostic and</td>
<td>IIF IIH</td>
<td>2. Refer clients to resources that facilitate continuity of care.</td>
</tr>
<tr>
<td>therapeutic equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Manage care based on rapidly changing priorities.</td>
<td>IIF</td>
<td>3. Establish effective working relationship with clients, faculty, staff &amp; peers</td>
</tr>
<tr>
<td>8. Communicate therapeutically maintaining professional boundaries.</td>
<td>IIE</td>
<td>4. Formulate verbal/written reports for members of the interdisciplinary team for</td>
</tr>
<tr>
<td>9. Document care in organized clearly stated fashion.</td>
<td>IIF</td>
<td>their use in caring for the client over time.</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td><strong>D. MEMBER OF THE HEALTH CARE TEAM</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Collaborate with clients and interdisciplinary health care team (IDHCT) for</td>
<td>IVA</td>
<td></td>
</tr>
<tr>
<td>the planning and delivery of care.</td>
<td></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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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>
</tr>
</tbody>
</table>
This calendar is subject to change after initial posting. Please check Brightspace announcements regularly for any changes or updates as they may occur.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date, Time &amp; Groups</th>
<th>Location</th>
<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Monday 8/28/23 0900-1200</td>
<td>Room 101</td>
<td>Class/Lecture: • Q&amp;A- Course/Clinical Syllabus • Computer Access • Documentation/DocuCare • Critical Care Drug Calculations • ABG Interpretation</td>
<td>* Bring a copy of the syllabus and a calculator. Be ready to take notes on Drug Calc/ABG interpretation</td>
</tr>
<tr>
<td></td>
<td>1300-1700 Sim Lab</td>
<td>ABCD</td>
<td>Skills Practice: Mandatory Attendance Trach care, Nasogastric Tubes</td>
<td>*Uniform &amp; clinical tools required.</td>
</tr>
<tr>
<td></td>
<td>Wednesday 8/30/23 0830 – 1130</td>
<td>Room 115</td>
<td>Class/Lecture Topic 1 &amp; 2: Comfort &amp; Sedation / Pulmonary I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1200 – 1600 EFGH</td>
<td>Sim Lab</td>
<td>Skills Practice: Mandatory Attendance Trach care, Nasogastric Tubes</td>
<td>*Uniform &amp; clinical tools required.</td>
</tr>
<tr>
<td></td>
<td>Thursday 8/31/23 0900 - 1200</td>
<td>Room 115</td>
<td>Class/Lecture Topic 3: EKG Part I</td>
<td></td>
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<tr>
<td></td>
<td>Sunday 9/3/23 2359</td>
<td>Vernon Watkins V-Sim Due</td>
<td>*See Brightspace for details.</td>
<td>Suggested readings prior to: Ch 15 Acute Respiratory Failure</td>
</tr>
<tr>
<td>Week 2</td>
<td>Monday 9/4/23 1300 – 1400 ABCD</td>
<td>Room 101, 111 &amp; 113</td>
<td>Learning Lab 1: Mandatory Attendance O2 devices, Feeding Tubes, Ventilators, EKG *See Brightspace for schedule</td>
<td>*Complete required pre-learning lab skills videos/quizzes prior to attending learning lab</td>
</tr>
<tr>
<td></td>
<td>1400 – 1500 EFGH</td>
<td></td>
<td>*See Brightspace for schedule</td>
<td>*Uniform and clinical tools not required for learning lab</td>
</tr>
<tr>
<td></td>
<td>Tuesday 9/5/23 0900 – 1200</td>
<td>Room 101</td>
<td>Class/Lecture Topic 4: Pulmonary II</td>
<td>*CHI/NMC Hospital orientation &amp; preclinical paperwork due at beginning of class</td>
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<tr>
<td></td>
<td>1500 - 1600 TBD</td>
<td></td>
<td>Woodland Heights Hospital Orientation (Groups B, C, F, G)</td>
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</tr>
<tr>
<td></td>
<td>Wednesday 9/6/23 0900 - 1700</td>
<td>Sim Lab</td>
<td>Skills Check: Mandatory Attendance Trach care, Nasogastric Tubes *See Brightspace for schedule</td>
<td>*Uniform &amp; clinical tools required.</td>
</tr>
<tr>
<td>Week</td>
<td>Date, Time &amp; Groups</td>
<td>Location</td>
<td>Content</td>
<td>Assignments/Due Date</td>
</tr>
<tr>
<td>------------</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Week 3</td>
<td><strong>Tuesday</strong> 9/12/23 0800 - 1000</td>
<td>Room 115</td>
<td><strong>Exam 1</strong>&lt;br&gt;Unit 1: Topics 1-4: Comfort/Sedation, Pulmonary I &amp; II, EKG Part I&lt;br&gt;Online Module Topic 5: Legal/Ethical &amp; End of Life Care opens today.</td>
<td>*Review Testing Expectations in Syllabus.</td>
</tr>
<tr>
<td></td>
<td><strong>Thursday</strong> 9/14/23 0900 -1300 ABCD</td>
<td>Sim Lab</td>
<td><strong>Simulation Day: Mandatory Attendance</strong>&lt;br&gt;*See Brightspace for schedule.</td>
<td>*Uniform &amp; clinical tools required. * See Brightspace for additional information and pre-assignments.</td>
</tr>
<tr>
<td></td>
<td><strong>Sunday</strong> 9/17/23 2359</td>
<td></td>
<td>Post-Simulation Quiz Due - ABCD</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Tuesday</strong> 9/19/23 0800 - 1200 EFGH</td>
<td>Sim Lab</td>
<td><strong>Simulation Day: Mandatory Attendance</strong>&lt;br&gt;*See Brightspace for schedule.</td>
<td>*Uniform &amp; clinical tools required. * See Brightspace for additional information and pre-assignments.</td>
</tr>
<tr>
<td></td>
<td>1300 - 1600 Room 101</td>
<td></td>
<td>Class/Lecture Topic 6: EKG Part II</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Wed &amp; Thurs</strong> 9/20/23 &amp; 9/21/23 ABCD</td>
<td>Clinical Days</td>
<td>Assigned Hospital Clinical with Clinical Instructor.</td>
<td>*See Brightspace for clinical times/locations. *Uniform &amp; clinical tools required.</td>
</tr>
<tr>
<td></td>
<td><strong>Sunday</strong> 9/24/23 2359</td>
<td></td>
<td>Post-Simulation Quiz Due - EFGH</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Tuesday</strong> 9/26/23 0900 - 1200</td>
<td>Room 101</td>
<td>Class/Lecture Topic 7 &amp; 8: Hemodynamics &amp; Shock</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sunday</strong> 10/1/23 2359</td>
<td></td>
<td>Carl Shapiro V-Sim Due *See Brightspace for details.</td>
<td>Suggested readings prior to: Ch 13 Cardiovascular Alterations</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Tuesday</strong> 10/3/23 0900 – 1000 EFGH</td>
<td>Room 101 &amp; Sim Lab</td>
<td><strong>Learning Lab 2: Mandatory Attendance</strong>&lt;br&gt;EKG &amp; Treatments, HD &amp; Shock, PA Catheters &amp; Art Lines&lt;br&gt;*See Brightspace for schedule&lt;br&gt;*Frank Hubert Case Study Opens – See Brightspace for details.</td>
<td>*Complete required pre-learning lab skills videos/quizzes prior to attending learning lab *Uniform and clinical tools not required for learning lab</td>
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<tr>
<td>Week</td>
<td>Date, Time &amp; Groups</td>
<td>Location</td>
<td>Content</td>
<td>Assignments/Due Date</td>
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<td>Week 6</td>
<td><strong>Wed &amp; Thurs</strong> 10/4/23 &amp; 10/5/23 <strong>ABCD</strong></td>
<td>Clinical Days</td>
<td>Assigned Hospital Clinical with Clinical Instructor.</td>
<td>*See Brightspace for clinical times/locations. *Uniform &amp; clinical tools required.</td>
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<td>Sunday 12/3/23 <strong>2359</strong></td>
<td></td>
<td>Frank Hubert Case Study due. *See Brightspace for details.</td>
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<td>Week 7</td>
<td><strong>Tuesday</strong> 10/10/23 <strong>1000-1200</strong> 1300-1630 <strong>ABCD</strong></td>
<td>Room 115 Sim Lab</td>
<td><strong>Exam 2</strong> Unit 2: Topics 5-8: Legal &amp; Ethical, End of Life Care, EKG Part II, Hemodynamics &amp; Shock <strong>Medication Administration Lab: Mandatory Attendance</strong></td>
<td>*Review Testing Expectations in Syllabus. *Uniform &amp; clinical tools required. *See Brightspace for additional information and pre-assignments.</td>
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<td><strong>Wed &amp; Thurs</strong> 10/11/23 &amp; 10/12/23 <strong>EFGH</strong></td>
<td>Clinical Days</td>
<td>Assigned Hospital Clinical with Clinical Instructor.</td>
<td>*See Brightspace for clinical times/locations. *Uniform &amp; clinical tools required.</td>
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<td>Week 8</td>
<td><strong>Tuesday</strong> 10/17/23 0900-1200 1300-1630 <strong>EFGH</strong></td>
<td>Room 101 Sim Lab</td>
<td>Class/Lecture Topic 9 &amp; 10: Renal, Hematology &amp; Immunology <strong>Medication Administration Lab: Mandatory Attendance</strong></td>
<td>*Uniform &amp; clinical tools required. *See Brightspace for additional information and pre-assignments.</td>
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<td><strong>Wed &amp; Thurs</strong> 10/18/23 &amp; 10/19/23 <strong>ABCD</strong></td>
<td>Clinical Days</td>
<td>Assigned Hospital Clinical with Clinical Instructor.</td>
<td>*See Brightspace for clinical times/locations. *Uniform &amp; clinical tools required.</td>
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<tr>
<td>Week 9</td>
<td><strong>Monday</strong> 10/23/23 1300 – 1400 <strong>ABCD</strong> 1400 – 1500 <strong>EFGH</strong></td>
<td>Room 101 &amp; 111/113</td>
<td><strong>Learning Lab 3: Mandatory Attendance</strong> Chest Tubes, Central Lines/Dialysis Access, Blood Products/Admin <em>See Brightspace for schedule</em>*</td>
<td>*Complete required pre-learning lab skills videos/quizzes prior to attending learning lab *Uniform and clinical tools not required for learning lab</td>
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<td><strong>Tuesday</strong> 10/24/23 0900 - 1200</td>
<td>Room 101</td>
<td>Class/Lecture Topic 11: Cardiovascular</td>
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<td><strong>Wed &amp; Thurs</strong> 10/25/23 &amp; 10/26/23 <strong>EFGH</strong></td>
<td>Clinical Days</td>
<td>Assigned Hospital Clinical with Clinical Instructor.</td>
<td>*See Brightspace for clinical times/locations. *Uniform &amp; clinical tools required.</td>
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<td>Sunday 10/29/23 <strong>2359</strong></td>
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<td>Vincent Brody V-Sim Due *See Brightspace for details.</td>
<td>Suggested readings prior to: Ch 15 Acute Respiratory Failure + review chest tube management</td>
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<td>Week</td>
<td>Date, Time &amp; Groups</td>
<td>Location</td>
<td>Content</td>
<td>Assignments/Due Date</td>
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<td>Week 10</td>
<td><strong>Tuesday 11/1/23 &amp; 11/2/23 A-B-C-D</strong></td>
<td>Room 101</td>
<td><strong>Clinical Days</strong> Assigned Hospital Clinical with Clinical Instructor.</td>
<td>*See Brightspace for clinical times/locations. *Uniform &amp; clinical tools required.</td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>Sunday 11/12/23 2359</strong></td>
<td>Room 101 &amp; 111/113</td>
<td>Doris Bowman V-Sim Due *See Brightspace for details.</td>
<td>Suggested readings prior to: <em>Ch 10 Ventilatory Assistance</em></td>
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<tr>
<td>Monday</td>
<td><strong>Room 101 &amp; 111/113</strong></td>
<td><strong>Learning Lab 4: Mandatory Attendance</strong> Trauma Scenarios, Trauma Assessment</td>
<td>*See Brightspace for schedule</td>
<td>*Complete required pre-learning lab skills videos/quizzes *prior to attending learning lab *Uniform and clinical tools <strong>not</strong> required for learning lab</td>
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<td><strong>Tuesday 11/14/23 0900 – 1200</strong></td>
<td>Room 101</td>
<td>Class/Lecture Topic 15: Neurological</td>
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<td><strong>Thanksgiving Break: 11/20/23 – 11/24/23</strong></td>
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<td>Week</td>
<td>Date, Time &amp; Groups</td>
<td>Location</td>
<td>Content</td>
<td>Assignments/Due Date</td>
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<td>Week 13</td>
<td><strong>Tuesday</strong> 11/28/23 0900 - 1200</td>
<td>Room 101</td>
<td>Class/Lecture Topic 16: Endocrine</td>
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<td><strong>Wednesday</strong> 11/29/23 0830 - 1700</td>
<td><strong>Sim Lab</strong></td>
<td><strong>Final Medication Administration:</strong> Attempt #1 &lt;br&gt;* See Brightspace for additional information and schedule.</td>
<td>*Clinical tools and uniform required.</td>
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<td><strong>Friday</strong> 12/1/23 0830 - 1700</td>
<td><strong>Sim Lab</strong></td>
<td><strong>Final Medication Administration:</strong> Attempt #2 &lt;br&gt; * See Brightspace for additional information and schedule.</td>
<td>*Clinical tools and uniform required.</td>
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<td>Week 14</td>
<td><strong>Monday</strong> 12/4/23 1000 - 1200</td>
<td>Room 115</td>
<td><strong>Exam 4</strong>&lt;br&gt;Unit 4: Topics 13-16: Trauma, Burns, Neuro, Endocrine</td>
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<td>1300 - 1500</td>
<td>Room 115 &amp; 101</td>
<td>Final Exam Review</td>
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<td><strong>Tuesday</strong> 12/5/23 1200 - 1400</td>
<td>Faculty offices</td>
<td>Clinical Evaluations</td>
<td>* See Brightspace for what to bring and schedule.</td>
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<td><strong>Wednesday</strong> 12/6/23 0900 - 1500</td>
<td><strong>Sim Lab</strong></td>
<td><strong>Final Medication Administration:</strong> Attempt #3 &lt;br&gt; * See Brightspace for additional information and schedule.</td>
<td>*Clinical tools and uniform required.</td>
</tr>
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<td>Week 15</td>
<td><strong>Monday</strong> 12/11/23 1000 - 1200</td>
<td>Room 115</td>
<td><strong>Final Comprehensive Exam</strong></td>
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