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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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

Name: Alex Kinney, BSN, RN  
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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
- Bundle: Bookstore SP 2024 BSN SFA Level 3 NURS 4606: ISBN 9780443319839
  - Includes:
    - Elsevier Adaptive Quizzing (EAQ) for Sole Intro to Critical Care Nursing 8e
      - Access Code 164368_jbaker1226_1002
    - 6 month SimChart Classic
      - Access Code 99331_jbaker1226_1001
- Purchased in prior semesters:

Recommended

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

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

COURSE 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.
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>
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<tr>
<td>Exam 3</td>
<td>20% (or 100 points)</td>
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<tr>
<td>Exam 4</td>
<td>20% (or 100 points)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20% (or 100 points)</td>
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Total 100% (or 500 points)

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 pen/pencil, earplugs, and headphones 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 by proctoring faculty after the exam has been downloaded.
2. All electronic devices should be turned off.
3. Students will be assigned randomized seating by faculty.
4. Please don’t wait outside the testing room for more than 5 minutes prior to your scheduled exam time as a courtesy to keep the hallway quiet for those in the testing room prior.
5. Students may not wear head coverings except for religious reasons, sunglasses, or watches. Students may be asked to raise sleeves or remove outerwear such as coats, jackets, or hoodies.
6. No food or drink will be allowed in the testing room.
7. Students should not magnify the font on the computer screen. Students needing accommodations should have prior arrangements with disability services.
8. Students may not talk, gesture, or communicate with other students once the exam has started.
9. Students looking at other computers during the testing period may be removed from the exam.
10. During the exam, faculty will only answer questions regarding technical issues. No content questions will be answered.
11. After leaving the exam, please be courteous of those still taking the exam. Noise in the hallway outside of the exam room should be minimal.

### Exam Remediation Policy

Students who score below 75% on an exam are encouraged to make a remediation appointment with the designated course faculty within two weeks of the grade posting. Instructors will not show exam items to students during remediation meetings in order to maintain test security.

### 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).

### 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. Students absent related to school sponsored events must follow HOP 04-110: Institutional Absences.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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

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

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

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

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

**Artificial Intelligence**
Artificial intelligence (AI) programs, including but not limited to ChatGPT, may be employed to enhance learning experiences, research, or assignments, provided it aligns with the guidelines established by the institution. It's imperative to remember that AI should supplement and not substitute critical thinking. Use of AI or any automated tools is permissible only when explicitly authorized by the instructor for a specific assignment or task. Unauthorized use may result in penalties as outlined in The Code of Student Conduct and Academic Integrity.

**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](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/](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](mailto: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. 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 atrioventricular node.
3. Describe appropriate interventions for common dysrhythmias, such as sinus rhythms, atrial fibrillation (AFIB), atrial flutter, supraventricular tachycardia (SVT).
4. Identify medications used in code management, including use, action, side effects, and nursing implications.
5. Describe differences between synchronized cardioversion, defibrillation, and transcutaneous pacing.

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. Investigate cultural considerations in end-of-life care.
7. Examine requirements when using restraints on a client.
8. Analyze laws specific to nursing, such as EMTALA and Safe Harbor.
9. Discuss the critical care nurse responsibility related to the organ donation process and donor management.

**Unit Two**

**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.

**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 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 treatments such as intra-aortic balloon pumps (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. Compare the types of burn injuries.
3. Discuss the primary and secondary survey assessments during resuscitation and the acute phases of burn management.
4. 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 clients with trauma to the neurologic system, such as traumatic brain injury (TBI) and spinal cord injury (SCI).
7. Discuss the nursing and medical management of a client with an acute nervous system injury related to hematomas and strokes.
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. Students must also achieve accomplished in all categories on the Clinical Evaluation Rubric for courses that use this rubric to evaluate clinical performance.

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 demerit. 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 Expectations
Failure to meet any clinical expectation may result in a clinical demerit. More than two (2) clinical demerits in a clinical course 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.
- Arrive on time for clinical experiences.
- 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 and/or clinical area 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.

Clinical Points & Hours

You must receive 372.5 out of a possible 500 points (75%) to pass clinically. You must also achieve accomplished or higher on all criteria on the Clinical Evaluation Rubric. See attached rubric starting on page 23. 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>
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<tr>
<td>Clinical Eval Wk 1</td>
<td>50</td>
<td>16</td>
<td>Learning Lab 1</td>
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<td>50</td>
<td>16</td>
<td>Learning Lab 4</td>
<td>15</td>
<td>3</td>
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<tr>
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<td>25</td>
<td>2</td>
<td>First day lecture</td>
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<td>3</td>
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<tr>
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<td>25</td>
<td>2</td>
<td>EKG part 1 and 2</td>
<td>5</td>
<td>6</td>
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<tr>
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<td>25</td>
<td>2</td>
<td>Vernon Watkins VSim</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>CL/Rehab Questions</td>
<td>10</td>
<td>2</td>
<td>Carl Shapiro VSim</td>
<td>10</td>
<td>2</td>
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<td>ER Questions</td>
<td>10</td>
<td>12</td>
<td>Vincent Brody VSim</td>
<td>10</td>
<td>2</td>
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<tr>
<td>Hospital Orientation</td>
<td>5</td>
<td>4</td>
<td>Skills Practice</td>
<td>10</td>
<td>3</td>
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<tr>
<td>Pre-Clinical Assignment</td>
<td>5</td>
<td>2</td>
<td>Med Admin Check Off</td>
<td>10</td>
<td>4</td>
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<tr>
<td>Total</td>
<td>330</td>
<td>90</td>
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</tbody>
</table>

Total 170 45

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

Direct Patient Care Clinical Experiences

Clinical sites:
• Cardiac Rehabilitation Center at Memorial Lufkin, TX
• UT Health Jacksonville, TX
• 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 Rubric in Brightspace.

**Clinical Assignments**
The first 2 weeks of clinical, students will submit completed documentation once a week using the paper flow chart in Brightspace. If the student does not receive an evaluation of accomplished in first 4 categories and exemplary in the MAR and Client Education categories by the 2nd attempt, students will be required to submit documentation weekly until that benchmark is met. The 3rd and 4th week of clinical, students will submit a completed clinical judgement tool (CJT) per week before leaving the unit for full credit. Students will not be allowed to complete clinical assignments during post-conference time. Any clinical assignments that are not submitted to the instructor before leaving the unit will be considered untimely, and points will be deducted in the clinical evaluation rubric for time management. However, any assignments not completed and turned in to clinical instructor before leaving the unit must be completed at home and turned in by 2359 on the Sunday following clinical.

**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 demerit.

**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 demerit. 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 a clinical demerit.

**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, answering all questions in detail for full credit. Point reductions will apply for incomplete or limited responses. See Brightspace for assignment instructions. The preceptor evaluation is to be turned into the afternoon clinical instructor prior to leaving for the day. Alternatively, if there is no afternoon preceptor, the evaluation may be submitted to 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, with a loss of 5 clinical points. On the second attempt, students will again be counseled and given a third attempt, with a loss of 5 clinical points. Failure to successfully perform the skill on the third formative attempt will result in a clinical demerit. 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, with a loss of 5 clinical points. On the second unsuccessful attempt, students will again be counseled and given a third attempt, with a loss of 5 clinical points. In the event that the student is unsuccessful on the third attempt of a summative course assessment, the student will earn a clinical demerit. The skills assessments for this course are as follows:

- **Formative: Nasogastric tube placement and care, phlebotomy and order of lab draw**
  - Objectives
    - Demonstrate proper technique when obtaining venipuncture labs.
    - Demonstrate proper technique when inserting and caring for a client with a nasogastric tube.

- **Formative: Medication Administration Lab**
  - Each student will participate in a formative medication administration lab. 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. Please refer to the clinical attendance policy and clinical expectations for additional information. See Brightspace for detailed instructions/due dates. There is one medication lab scheduled at midterm, if students are successful on the first attempt, they will not have to complete the final medication administration at the end of the semester.
  - Objectives
    - Demonstrate medication administration competency in oral, injection, or intravenous routes.

Learning Labs/Classroom Clinical
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 (or Elsevier, if this is what you have access to), and other content posted in Brightspace. Refer to instructions within each lab posted in Brightspace. Learning lab points can be earned by completing assigned videos/assignments prior to lab (5 points), and actively participating in lab (10 points).

Learning labs will cover topics including restraints, mechanical ventilation, chest tubes, EKG interpretation and interventions, critical care medications/vasoactive drip titrations, hemodynamic monitoring, care of clients in shock, blood draw, blood transfusion, nursing management of various types of central and arterial lines, and care of client with trauma.
Additionally, there are 3 classroom clinical days scheduled this semester where attendance is mandatory and counts toward clinical hours. The dates are: 1/18 from 0900-1200, 1/24 from 0900-1200, and 2/13 from 0900-1200.

**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 three 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 VSim 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 10 points. The VSim is 5 points and the post-simulation quiz 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.

**Simulation Day**
Each student is required to complete a simulation day during the semester. Attendance is mandatory. Points can be obtained through successful completion of assigned skills (10 points each for nasogastric tube insertion and phlebotomy), medication administration (10 points), and documentation (10 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.

---

Final Clinical Grade:

(____ Pass or Fail)

Instructor Signature

Student Signature:

Date: __________________________

---

Final Instructor Comments

Final Student Comments

---

Richard and Lucille DeWitt School of Nursing
Clinical Evaluation Tool
NURS 4606: Nursing Care of Clients with Complex Health Needs
Clinical Objectives

<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>May</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### A. MEMBER OF THE PROFESSION

1. Adhere to legal and ethical standards of the profession in multiple health care settings. (Includes BON, University, Facility, Code of Ethics, Standards of Practice, HIPAA, etc.)
2. Assume responsibility and accountability for quality of nursing care.
4. Assess own strengths and weaknesses and utilize feedback for professional growth.
5. Arrive on time and maintains appropriate clinical attendance.

### B. PROVIDER OF PATIENT-CENTERED CARE

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory, research, and evidence-based practice.
2. Perform comprehensive assessment to include factors impacting health status and health needs of clients with complex health needs.
3. Utilize nursing process in provision of care to clients with complex health needs.
4. Design, implement, and evaluate comprehensive teaching plan for promotion, maintenance, and restoration of health.

### C. PATIENT SAFETY ADVOCATE

1. Maintain strict infection control measures in clinical settings.
2. Administer medications according to the 8 rights.

### D. MEMBER OF THE HEALTH CARE TEAM

1. Collaborate with clients and interdisciplinary health care team (IDHCT) for the planning and delivery of care.
2. Refer clients to resources that facilitate continuity of care.
3. Establish effective working relationship with clients, faculty, staff & peers.
4. Formulate verbal/written reports for members of the interdisciplinary team for their use in caring for the client over time.
5. Function as a client advocate.

---

<table>
<thead>
<tr>
<th>A. MEMBER OF THE PROFESSION</th>
<th>B. CONT.</th>
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</thead>
<tbody>
<tr>
<td>1. Adhere to legal and ethical standards of the profession in multiple health care settings. (Includes BON, University, Facility, Code of Ethics, Standards of Practice, HIPAA, etc.)</td>
<td>IIA IIIA IIIE</td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td>IB</td>
</tr>
<tr>
<td>4. Assess own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
</tr>
<tr>
<td>5. Arrive on time and maintains appropriate clinical attendance.</td>
<td>IIA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. PROVIDER OF PATIENT-CENTERED CARE</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2. Perform comprehensive assessment to include factors impacting health status and health needs of clients with complex health needs.</td>
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<td></td>
</tr>
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<td>4. Design, implement, and evaluate comprehensive teaching plan for promotion, maintenance, and restoration of health.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D. MEMBER OF THE HEALTH CARE TEAM</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>2. Refer clients to resources that facilitate continuity of care.</td>
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<td>3. Establish effective working relationship with clients, faculty, staff &amp; peers.</td>
</tr>
<tr>
<td>4. Formulate verbal/written reports for members of the interdisciplinary team for their use in caring for the client over time.</td>
</tr>
<tr>
<td>5. Function as a client advocate.</td>
</tr>
<tr>
<td>Exemplary</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Prepared for the clinical day with all the necessary paperwork, books, clinical tools to be an effective member of the nursing profession. Adheres to standards and policies of the SON and facility policies. Assumes responsibility for patient assignment. Protects patient/family confidentiality and the facility.</td>
</tr>
<tr>
<td>Accomplished</td>
</tr>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>Assignment and/or makes unprofessional comments. Talks about patient/family in unprofessional manner or confidentiality is questionable.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Beginning</strong> Not prepared with the appropriate paperwork, books, clinical tools to be an effective member of the nursing profession. Abandons standards and policies of the SON and the facility policies (3 or more). Does not assume patient assignment.</td>
</tr>
<tr>
<td><strong>Not Observed</strong> (clinical instructor did not directly observe during clinical day)</td>
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</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>
</table>
| Week 1 | Thursday 1/18/24 0900-1200 | Room 101 | Class/Lecture: Mandatory Attendance  
- Q&A-Course/Clinical Syllabus  
- Documentation  
- Critical Care Drug Calculations  
- ABG Interpretation  
Skills Practice: Mandatory Attendance  
Phlebotomy, Nasogastric Tubes  
* Bring a copy of the syllabus and a calculator.  
* Lecture attendance mandatory for clinical hours.  
Be ready to take notes on Drug Calc/ABG interpretation.  
* Uniform & clinical tools required.  
* See info in Brightspace. |
| | 1300-1600 ABCD Sim Lab | | |
| | Tuesday 1/23/24 0900 – 1200 1200 – 1600 EFG Sim Lab | Room 115 | Class/Lecture Topics 1 & 2: Comfort & Sedation / Pulmonary I  
Skills Practice: Mandatory Attendance  
Phlebotomy, Nasogastric Tubes  
* Uniform & clinical tools required.  
* See info in Brightspace. |
| | Thursday 1/24/24 0900 - 1200 | Room 115 | Class/Lecture Topic 3: EKG Part I  
*Mandatory Attendance  
* Lecture attendance mandatory for clinical hours.  
* Uniform not required. |
| | Sunday 1/28/24 2359 | | Vernon Watkins V-Sim Due  
* See Brightspace for details. |
| | | | Suggested readings prior to: Ch 15 Acute Respiratory Failure |
| Week 3 | Tuesday 1/30/24 0900 – 1200 | Room 101 | Class/Lecture Topic 4: Legal/Ethical  
Learning Lab 1: Mandatory Attendance  
Restrains, Ventilators, EKG  
* See Brightspace for schedule  
* CHI Hospital orientation & paperwork due at beginning of class  
* Complete required pre-learning lab skills videos/quizzes prior to attending learning lab  
* Uniform and clinical tools not required for learning lab |
<p>| | 1300 – 1430 ABCD Room 101, 111 &amp; 113 | | |
| | 1430 – 1600 EFG 1600 - 1700 Room 111 &amp; 113 | | Woodland Heights Hospital Orientation (Groups B, C, F, G) |</p>
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<tr>
<th>Week 4</th>
<th>Date, Time &amp; Groups</th>
<th>Location</th>
<th>Content</th>
<th>Assignments/Due Date</th>
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<tbody>
<tr>
<td>Week 5</td>
<td>Tuesday 2/6/24 1000 - 1200</td>
<td>Room 115</td>
<td><strong>Exam 1</strong>&lt;br&gt;Unit 1: Topics 1-4: Comfort/Sedation, Pulmonary I, EKG Part I, Legal/Ethical &amp; End of Life Care</td>
<td>*Review Testing Expectations in Syllabus.</td>
</tr>
<tr>
<td></td>
<td>Tuesday 2/13/24 0900 -1200</td>
<td>Room 101</td>
<td>Class/Lecture Topic 5: EKG Part II&lt;br&gt;*Mandatory Attendance</td>
<td>*Lecture attendance mandatory for clinical hours.&lt;br&gt;*Uniform <strong>not</strong> required.</td>
</tr>
<tr>
<td></td>
<td>Wed &amp; Thurs 2/14/24 &amp; 2/15/24&lt;br&gt;<strong>ABCD</strong></td>
<td>Clinical Days</td>
<td>Assigned Clinical with Clinical Instructor or Preceptor&lt;br&gt;*Check precepted/Sim Day schedule&lt;br&gt;*Check weekend ER schedule</td>
<td>*See Brightspace for clinical times/locations.&lt;br&gt;*Uniform &amp; clinical tools required.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Sunday 2/18/24 2359</td>
<td>Carl Shapiro V-Sim Due&lt;br&gt;*See Brightspace for details.</td>
<td>Suggested readings prior to: Ch 13 Cardiovascular Alterations</td>
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</tr>
<tr>
<td></td>
<td>Tuesday 2/20/24 0900 - 1200</td>
<td>Room 101</td>
<td>Class/Lecture Topics 6 &amp; 7: Hemodynamics &amp; Shock</td>
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<tr>
<td></td>
<td>Wed &amp; Thurs 2/21/24 &amp; 2/22/24&lt;br&gt;<strong>EFG</strong></td>
<td>Clinical Days</td>
<td>Assigned Clinical with Clinical Instructor or Preceptor&lt;br&gt;*Check precepted/Sim Day schedule&lt;br&gt;*Check weekend ER schedule</td>
<td>*See Brightspace for clinical times/locations.&lt;br&gt;*Uniform &amp; clinical tools required.</td>
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<tr>
<td>Week 7</td>
<td>Tuesday 2/27/24 0900 – 1200</td>
<td>Room 101</td>
<td>Class/Lecture Topic 8: Pulmonary II</td>
<td>*Complete required pre-learning lab skills videos/quizzes *prior to attending learning lab&lt;br&gt;*Uniform and clinical tools <strong>not</strong> required for learning lab</td>
</tr>
<tr>
<td></td>
<td>1300 – 1430&lt;br&gt;<strong>EFG</strong>&lt;br&gt;1430 – 1600&lt;br&gt;<strong>ABCD</strong></td>
<td>Room 101 &amp; Sim Lab</td>
<td>Learning Lab 2: Mandatory Attendance&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>
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<tr>
<td></td>
<td>Wed &amp; Thurs 2/28/24 &amp; 2/29/24&lt;br&gt;<strong>ABCD</strong></td>
<td>Clinical Days</td>
<td>Assigned Clinical with Clinical Instructor or Preceptor&lt;br&gt;*Check precepted/Sim Day schedule&lt;br&gt;*Check weekend ER schedule</td>
<td>*See Brightspace for clinical times/locations.&lt;br&gt;*Uniform &amp; clinical tools required.</td>
</tr>
<tr>
<td>Week</td>
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<td>Location</td>
<td>Content</td>
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<tr>
<td>Week 8</td>
<td><strong>Tuesday 3/5/24</strong></td>
<td>Room 115</td>
<td><strong>Exam 2</strong>&lt;br&gt;Unit 2: Topics 5-8: EKG Part II, Hemodynamics &amp; Shock, Pulm II</td>
<td>*Review Testing Expectations in Syllabus.</td>
</tr>
<tr>
<td></td>
<td><strong>1000-1200</strong></td>
<td></td>
<td><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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<tr>
<td></td>
<td>1300-1630</td>
<td>Sim Lab</td>
<td></td>
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<tr>
<td>Wed &amp; Thurs 3/6/24 &amp; 3/7/24</td>
<td>Clinical Days</td>
<td>Assigned Clinical with Clinical Instructor or Preceptor&lt;br&gt;*Check precepted/Sim Day schedule&lt;br&gt;*Check weekend ER schedule</td>
<td>*See Brightspace for clinical times/lodations. *Uniform &amp; clinical tools required.</td>
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<td></td>
<td><strong>EFG</strong></td>
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<td></td>
<td><strong>Spring Break 3/9/24 – 3/17/24</strong></td>
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<tr>
<td>Week 9</td>
<td><strong>Tuesday 3/19/24</strong></td>
<td>Room 101</td>
<td>Class/Lecture Topic 9 &amp; 10: Renal, Hematology &amp; Immunology</td>
<td>*Uniform &amp; clinical tools required. *See Brightspace for additional information and pre-assignments.</td>
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<td><strong>0900-1200</strong></td>
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<td><strong>Medication Administration Lab: Mandatory Attendance</strong></td>
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<td>1300-1630</td>
<td>Sim Lab</td>
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<td>Wed &amp; Thurs 3/20/24 &amp; 3/21/24</td>
<td>Clinical Days</td>
<td>Assigned Clinical with Clinical Instructor or Preceptor&lt;br&gt;*Check precepted/Sim Day schedule&lt;br&gt;*Check weekend ER schedule</td>
<td>*See Brightspace for clinical times/lodations. *Uniform &amp; clinical tools required.</td>
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<td><strong>Sunday 3/24/24</strong></td>
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<td><strong>Vincent Brody V-Sim Due</strong></td>
<td>Suggested readings prior to: Ch 15 Acute Respiratory Failure + review chest tube management</td>
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<td>Week 10</td>
<td><strong>Tuesday 3/26/24</strong></td>
<td>Room 101</td>
<td>Class/Lecture Topic 11: Cardiovascular Learning Lab 3: Mandatory Attendance</td>
<td>*Complete required pre-learning lab skills videos/quizzes prior to attending learning lab</td>
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<td></td>
<td><strong>0900 – 1200</strong></td>
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<td>Chest Tubes, Heparin Titration, Blood Products/Admin</td>
<td>*Uniform and clinical tools not required for learning lab</td>
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<td>1300 – 1430</td>
<td>Room 101 &amp; 111/113</td>
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<td>1430 – 1600</td>
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<td><strong>EFG</strong></td>
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<td>Wed 3/27/24</td>
<td>Clinical Days</td>
<td>Assigned Clinical with Clinical Instructor or Preceptor&lt;br&gt;*Check precepted/Sim Day schedule&lt;br&gt;*Check weekend ER schedule</td>
<td>*See Brightspace for clinical times/lodations. *Uniform &amp; clinical tools required.</td>
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<td><strong>Easter Break 3/28/24 – 3/31/24</strong></td>
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<td><strong>Assignments/Due Date</strong></td>
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<tr>
<td>Week 11</td>
<td>Tuesday 4/2/24 0900 - 1200</td>
<td>Room 101</td>
<td>Class/Lecture: Topic 12: Gastrointestinal</td>
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<td>Sunday 4/7/24 2359</td>
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<td>Frank Hubert Case Study due. *See Brightspace for details.</td>
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<td>1300 – 1600</td>
<td>Room 107</td>
<td>Class/Lecture: Topic 13 &amp; 14: Trauma &amp; Burns</td>
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<tr>
<td>Wed &amp; Thurs 4/10/24 &amp; 4/11/24</td>
<td>Clinical Days</td>
<td>Assigned Hospital Clinical with Clinical Instructor. *Check precepted/Sim Day schedule *Check weekend ER schedule</td>
<td>*See Brightspace for clinical times/locations. *Uniform &amp; clinical tools required.</td>
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<td>Week 13</td>
<td>Monday 4/15/24 1230 – 1630</td>
<td>Sim Lab</td>
<td>Final Medication Administration: Attempt #1 * See Brightspace for additional information and schedule.</td>
<td>*Clinical tools and uniform required.</td>
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<td>Tuesday 4/16/24 0900 - 1200</td>
<td>Room 101</td>
<td>Class/Lecture Topic 15: Neurological</td>
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<td>1300 – 1700</td>
<td>Sim Lab</td>
<td>Final Medication Administration: Attempt #1 * See Brightspace for additional information and schedule.</td>
<td>*Clinical tools and uniform required.</td>
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<td>Wednesday 4/17/24</td>
<td>Clinical Day</td>
<td>Assigned Hospital Clinical with Clinical Instructor. *Check precepted/Sim Day schedule *Check weekend ER schedule</td>
<td>*See Brightspace for clinical times/locations. *Uniform &amp; clinical tools required.</td>
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<td>Week 14</td>
<td>Tuesday 4/23/24 0900 - 1200</td>
<td>Room 101</td>
<td>Class/Lecture Topic 16: Endocrine</td>
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<tr>
<td>1300 – 1430</td>
<td>Room 101 &amp; 111/113</td>
<td>Learning Lab 4: Mandatory Attendance Trauma Scenarios, Trauma Assessment</td>
<td>*Complete required pre-learning lab skills videos/quizzes prior to attending learning lab</td>
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<td>1430 – 1600</td>
<td>ABCD</td>
<td>*See Brightspace for schedule</td>
<td>*Uniform and clinical tools not required for learning lab</td>
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<td>Week</td>
<td>Date, Time &amp; Groups</td>
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<td>Assignments/Due Date</td>
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<td>Week 15</td>
<td><strong>Tuesday 4/30/24</strong></td>
<td>Room 115</td>
<td><strong>Exam 4</strong>&lt;br&gt;Unit 4: Topics 13-16: Trauma, Burns, Neuro, Endocrine&lt;br&gt;&lt;br&gt;&lt;br&gt;&lt;br&gt;&lt;br&gt;<strong>Final Medication Administration: Attempt #2</strong>&lt;br&gt;<em>See Brightspace for additional information and schedule.</em></td>
<td><em>Review Testing Expectations in Syllabus.</em></td>
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<td>1230 - 1700</td>
<td>Sim Lab</td>
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<td><strong>Wednesday 5/1/24</strong></td>
<td>Room 115 &amp; 101</td>
<td><strong>Final Exam Review</strong>&lt;br&gt;&lt;br&gt;&lt;br&gt;&lt;br&gt;&lt;br&gt;<strong>Final Medication Administration: Attempt #3</strong>&lt;br&gt;<em>See Brightspace for additional information and schedule.</em></td>
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<td>1000 - 1200</td>
<td>Sim Lab</td>
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<td>Week 16</td>
<td><strong>Tuesday</strong> 1000-1200</td>
<td>Room 115</td>
<td><strong>Final Comprehensive Exam</strong></td>
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