



**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS**

**COURSE NUMBER:** NUR 4716L

**COURSE TITLE:** Acute Health Nursing Situations for Adults and Aging Populations in Practice

**COURSE FORMAT:** Live in person

**CREDIT HOURS:** 2 Credit Hours

**COURSE SCHEDULE:**

**PREREQUISITES:** NUR 3262, NUR 3262L

**COREQUISITES:** NUR 4716

**FACULTY:**

**OFFICE HOURS:**

**COURSE DESCRIPTION:** Focus is on the application, integration, and translation of nursing knowledge using multiple ways of knowing for adults and aging populations experiencing acute alterations in health in this clinical practicum course. Emphasis is on the application of clinical reasoning and judgement in providing person-centered care with interprofessional teams to promote quality and safety.

**COURSE OBJECTIVES:**

**Becoming competent**

1. Integrate nursing knowledge of nutrition, pharmacology, and physical assessment skills (theories, multiple ways of knowing, evidence) and knowledge from other disciplines to inform clinical judgement for the care of adult and aging populations experiencing acute conditions (1.2; 1.3b,c)
2. Utilize the nursing process to recognize and analyze cues, prioritize and generate solutions, act, and evaluate outcomes through a caring lens for adult and aging populations experiencing acute conditions. (2.5, 2.6, 2.7)

**Becoming Compassionate**

3. Employ principles of professional nursing ethics, cultural humility, and human rights in the care of patients experiencing acute health conditions (9.1a)
4. Practice compassionate caring to facilitate health and healing in providing healthcare to adults and aging adults experience acute health conditions. (9.2b)

**Demonstrating comportment**

5. Utilize principles of caring therapeutic relationships and professional boundaries in providing nursing care to adults and aging populations experiencing acute health situations. (9.2b)

**Becoming confident**

6. Collaborate with interprofessional team members to establish mutual healthcare goals for adult and aging populations with acute conditions. (6.4d)

**Attending to conscience**

7. Examine the nurse’s role within an interprofessional team to promote patient safety, prevent errors and near misses. (5.1b, 5.2b)
8. Incorporate social determinants of health and cultural influences to advocate for practices that advance health equity. (9.2d)

**Affirming commitment**

9. Demonstrate intellectual curiosity and ethical decision-making with patients experiencing complex health conditions. (1.2b, e)
10. Apply nursing interventions that nurture the wholeness of persons using evidence-based and reflective practices in to design responses for adults and aging populations experiencing acute health conditions. (2.1, 9.2a)

*The 6 subjectives based on Roach’s (2002) work organize the course objectives.*

**TEACHING LEARNING STRATEGIES:**

Preconference discussions; simulated, telehealth and direct care clinical experiences; post-conference discussions; written reflective journal; clinical worksheets, EHR, and nursing situations.

**GRADING AND EVALUATION METHODS:**

<b><u>EVALUATION METHODS:</u></b>	<b><u>PERCENT OF TOTAL GRADE</u></b>
Virtual Simulation Assignments/Nursing Situations	35%

Nursing Practice Evaluation Tool (Midterm/final)	27%
Weekly Evaluation (Completed Summer & Fall 2020)	16%
Documentation of Nursing Care/ATI/HER	15%
Reflective Journal (Minimum 3)	6%
Med Math Exam	1%
<b>Total</b>	<b>100%</b>

**GRADING SCALE:** Satisfactory (S) or Unsatisfactory (U)

94-100 = A  
90-93 = A-  
87-89 = B+  
84-86 = B  
80-83 = B-  
77-79 = C+  
74-76 = C  
70-73 = C-  
67-69 = D+  
64-66 = D  
61-63 = D-  
0-60 = F

Note: Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C (74%) quality or better and meets expectations. A grade of U indicates that the work is below expectations and no credit will be given. You must obtain a minimum of 74% to receive a grade of S. A grade below C (74%) is not passing in the Undergraduate program.

S/U grading is not calculated into the grade point average.

\* Failure to demonstrate safe performance in any of the **Critical Elements** on the “Nursing Practice Evaluation Tool” is failure in the course regardless of proficiency in the performance of other nursing care behaviors or written work.

\*Due to the Pandemic COVID 19 virus, FAU has decided to transition all summer 2020 semester classes, to remote instruction. This is following the directive from the State University System of Florida, and the C.E. Lynn College of Nursing instruction to develop alternative schedules. To adequately prepare students for clinical in the upcoming semesters, it is necessary to have them participate and complete a clinical make-up component at the beginning of the Fall 2020 semester. Students enrolled in Summer 2020 will earn an “I” (incomplete) grade for this course; the clinical make-up in Fall 2020 will be utilized to administer hands on practice and testing. Ultimately the student will earn their final grade after the clinical make-up.

### **Grading Policy: Incomplete (I) grade**

Students who register for a course but fail to complete the course requirements without dropping the course will receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). The grade of "I" is neither passing nor failing, and it is not used in computing a student's grade point average. The "I" grade is not to be used to allow students to do extra work to raise the grade earned during the regular term. It indicates a grade deferral and must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

Students cannot graduate from any FAU degree program with a grade of incomplete ("I") on their academic record. Additionally, students pursuing the A.A. degree cannot graduate with an “I” grade on their transcripts. Instructors use the online grading system to enter "I" grades and expectations for course completion. This includes the academic work the student is missing, the deadline for completion of that work and the grade that will be assigned if the work is not completed by the deadline. It is the student's responsibility to decide with the instructor for the timely completion of this work.

- Incomplete grades do not affect GPA

- Once you complete necessary course work in the Fall 2020 semester, the 'I' grade will be adjusted by your instructor to reflect your actual grade
  - Arrangements to complete the remaining coursework will be arranged by your instructor
- If you do not complete the remaining course work in a timely fashion, the grade will default to an F; it is imperative to complete clinical make-up days successfully
- You will not be required to re-register for this course; therefore, you will not be charge additional tuition or fees

**Performance Scale Nursing Practice Evaluation Tool and Weekly Instructor Evaluation of Student Progress**

**Critical Elements:** The following standards are critical to safety in professional nursing practice. Failure to demonstrate safe performance in any of these Critical Elements is failure in the course regardless of proficiency in the performance of other nursing care behaviors or written work. The 6 Cs (confidence, compassion, comportment, competent, conscience, and commitment) are embedded within each critical element.

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|---|----------------|
| 1. <b>Provides patient centered care, which focuses on including patients in all decisions and providing compassionate care.</b>  | Yes ___ No ___ |
| 2. <b>Demonstrates authentic presence and caring behaviors that nurture wholeness (active listening and responding to “that which matters to those nursed”).</b>  | Yes ___ No ___ |
| 3. <b>Collaborates with other health care providers in designing a plan of care and meeting the patient’s calls for nursing using appropriate professional communication skills.</b>  | Yes ___ No ___ |
| 4. <b>Demonstrates an ability to understand calls and responses, including multiple ways of knowing and critical thinking in analyzing and interpreting calls and responses, which may include the use of evidence, technology, and quality improvement data.</b> | Yes ___ No ___ |
| 5. <b>Maintains a safe environment in the delivery of nursing care that prevents real or potential harm to patients and their families.</b>   | Yes ___ No ___ |

**Performance Scale**

**MS = Minimal supervision.** Consistently meets evaluation criteria with minimal direction. A satisfactory score of “S” must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (94-100%)

**D = Developing (demonstrating improvement):** Performance is improving and becoming more consistent; needs moderate level of assistance or supervision, seeks learning experiences. By the final evaluation for the course, all DI’s must be S’s to pass the course at minimum 74%. A satisfactory score of “S” must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (88-93%)

**E = Emerging** Meets Expectations - Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure. A developmental plan should be prepared collaboratively for areas of “improvement needed” in formative evaluations. All E’s must be Ds or MS by midterm. A satisfactory score of “S” must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (74-87%)

**NS = Needs Supervision:** Performance is inconsistent and/or needs high level of assistance or supervision (68% - 73%). Strengths and areas for improvement should be identified in a comprehensive evaluation by the 3<sup>rd</sup> week of clinical. A developmental plan should be prepared collaboratively for areas of “improvement needed” in formative evaluations. A score of NS requires a faculty narrative along with a formal action plan. A score of W post midterm requires a formal meeting with the clinical faculty, BSN Clinical Coordinator, and the student. **Two NS’s after the formal meeting will result in NE and failure of the course. (68-73%)**

**NE = Not Evident:** Does not meet expectations even after remediation/developmental plan; unable to demonstrate procedures. Lacks confidence, coordination and efficiency. (67-0%)

**N/O = Not observed:** No opportunity to observe or perform. A score of N/O prior to midterm needs to be evaluated by the clinical faculty and BSN Clinical Coordinator and an initiation of a formal action plan.

**S = Satisfactory (MS, D, E):** Consistently meets evaluation criteria with minimal direction (74%-100%). A satisfactory score of “S” must be achieved on each of the 6 caring competencies and the critical elements weekly evaluation in the final clinical performance evaluation in order to proceed in the program.

**U = Unsatisfactory (2 NS, NE):** Performance does not meet evaluation criteria.

**Final Grade will be: I = Incomplete for Summer 2020.**

The student will complete self-evaluations of clinical performance at mid-semester and at completion of the course. The supervising faculty member will conduct weekly evaluations, a mid-semester progress evaluation and final clinical evaluation at the end of the semester.

**Florida Atlantic University, Christine E.**

**Lynn College of Nursing Weekly Clinical**

**Evaluation Rubric and Rating Form**

	Course	Semester	Student
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<u>Dates</u>	-	-	-
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	<b>Clinical Competency</b>	<b>Criteria used to identify successful accomplishment of the competency</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>
Critical Element #3,4; course objective #7, 8	Interprofessional Communication	Collaborates and effectively communicates with other health care providers/members (includes instructor) in meeting the patient's calls for nursing - designing plan of care, interact, report, collegial, SBAR					
Professionalism and Leadership - Critical Element #3, 4, 5; course objective #3, 4, 6, 14	Professional Values	Adheres to policies and procedures outlined in nursing handbook, RN scope of practice (ANA, AHNA and Florida Board of Nursing standards).					
	Ethical/Legal Issues	Accountable for assigned client care, Adheres to HIPAA, medical facility policies and procedures					
	Management of Care	Manages client care incorporating time management to organize tasks and effective use of resources. (appropriate and cost effective)					
	Role of the BSN student	Demonstrates accountability for completing assignments on time and for professional behaviors in the clinical environment, well prepared, on time, utilizes time effectively, seeks guidance appropriately, actively participates in pre and post clinical discussions.					
Person-Centered Care: Critical Element #1, 2; course objective #1, 2,	Therapeutic Communication	Uses therapeutic verbal and nonverbal communication in client care, Avoids barriers to communication, develops rapport					
	Caring	Uses caring behaviors (call by preferred name, comfort, respect), Provide care in a safe, timely and efficient manner, Answer call lights, Assess pain and respond appropriately, Identifies needs holistically (physiologic, spiritual, cultural and psychosocial), Identifies cultural and spiritual values, beliefs and attitudes related to client care (Students and clients)					
	ADLs	Perform ADLs to meet client needs (shows initiative and ability to perform independently)					
	Data Collection - Focused Assessment	Makes accurate observations, Data collection is complete and obtained from multiple sources and ways of knowing (client, chart, staff, and family), Performs head to toe and focused assessments and reports abnormalities.					
	Client Education	Identifies learning needs and provides information from established teaching plan. Evaluates client understanding (Teach Back)					

	<b>Clinical Competency</b>	<b>Criteria used to identify successful accomplishment of the competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Evidence Based Practice and Nursing	Clinical reasoning, Evidence-Based	Identifies complications or changes in client condition and reports deviations promptly. Uses clinical reasoning to assess, choose interventions, and evaluate client responses; evidence-based nursing					



Judgement: Critical Element #1, 2, 4; course objective #5, 10, 11, 12, 16		Responses						
	Prioritization	Outlines daily plan of care, adjusts as needed, sets appropriate priorities and provides rationale for client care priorities						
Quality Improvement and Safety: Critical Element #1, 2, 5; course objectives #10, 11,	Quality Client Care	Identifies and addresses client concerns						
	Safety	Safe and competent nursing skills, medication administration (accurately, safe manner, timely, evaluates response to medications), standard precautions and treatments/procedures, Maintains a safe environment						
Informatics: Critical Element #3, 4, 5; course objective #9, 10, 13, 15	Documentation / Confidentiality	Documents in a timely, clear, concise, and prompt manner, maintains confidentiality of client information						
	Technology – safety equipment	Responds appropriately to safety equipment (alarms, call lights, bar codes, etc.)						

**CLINICAL PERFORMANCE EVALUATION RUBRIC**

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Scale/Label	Standard Procedure	Performance Quality	Assistance
MS (minimal supervision) 93-100%	Safe/Accurate	Consistently meets evaluation criteria with minimal direction. A satisfactory score of "S" must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (93-100%)	Minimal direction not required
D (Developing) 87-92%	Safe/Accurate	Performance is improving and becoming more consistent; needs moderate level of assistance or supervision, seeks learning experiences. By the final evaluation for the course, all DI's must be S's to pass the course at minimum 73%. A satisfactory score of "S" must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (87-92%)	Occasional direction
E (Emerging) 73-86%	Mostly Safe/Accurate	Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure. A developmental plan should be prepared collaboratively for areas of "improvement needed" in formative evaluations. All E's must be Ds or MS by midterm. A satisfactory score of "S" must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (73-86%)	Frequent direction
W (Weak) 67-72%	Questionably Safe/ Accurate	Performance is inconsistent and/or needs high level of assistance or supervision (60% - 70%). Strengths and areas for improvement should be identified in a comprehensive evaluation by the 3rd week of clinical. A developmental plan should be prepared collaboratively for areas of "improvement needed" in formative evaluations. A score of W requires a faculty narrative along with a formal action plan. A score of W post midterm requires a formal meeting with the clinical faculty, BSN Clinical Coordinator, and the student. Two W's after the formal meeting will result in NE and failure of the course. (67-72%)	Continuous direction
NE (Not Evident) 0-66%	Unsafe/Inaccurate	Does not meet Expectations even after remediation/developmental plan Unable to	Continuous direction

	ate	demonstrate procedures. Lacks confidence, coordination and efficiency.	
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**GRADING SCALE:**

*Satisfactory (S) and Unsatisfactory (U) grades: A grade of satisfactory signifies that the work is of C quality or better and meets expectations. An unsatisfactory grade indicates that the work is below C quality and no credit will be given for the work undertaken. A grade below C is not passing in the Undergraduate program.*

Florida Atlantic University, Christine E. Lynn College of Nursing  
Nursing Practice Evaluation Tool: Rubric and Rating Form

Course \_\_\_\_\_ Semester \_\_\_\_\_ Student \_\_\_\_\_  
Dates of Clinical \_\_\_\_\_  
Faculty \_\_\_\_\_

	Clinical Competency	Criteria used to identify successful accomplishment of the competency	7	8	9	10	11	12
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Critical Element #3,4; course objective #7, 8	Interprofessional Communication	Collaborates and effectively communicates with other health care providers/members (includes instructor) in meeting the patient's calls for nursing - designing plan of care, interact, report, collegial, SBAR							
Professionalism and Leadership - Critical Element #3, 4, 5; course objective #3, 4, 6, 14	Professional Values	Adheres to policies and procedures outlined in nursing handbook, RN scope of practice (ANA, AHNA and Florida Board of Nursing standards).							
	Ethical/Legal Issues	Accountable for assigned client care, Adheres to HIPAA, medical facility policies and procedures							
	Management of Care	Manages client care incorporating time management to organize tasks and effective use of resources. (appropriate and cost effective); nursing care plans							
	Role of the BSN student	Demonstrates accountability for completing assignments on time and for professional behaviors in the clinical environment, well prepared, on time, utilizes time effectively, seeks guidance appropriately, actively participates in pre and post clinical discussions.							
Person-Centered Care: Critical Element #1, 2;course objective #1, 2,	Therapeutic Communication	Uses therapeutic verbal and nonverbal communication in client care, Avoids barriers to communication, develops rapport							
	Caring	Uses caring behaviors (call by preferred name, comfort, respect), Provide care in a safe, timely and efficient manner, Answer call lights, Assess pain and respond appropriately, Identifies needs holistically (physiologic, spiritual, cultural and psychosocial), Identifies cultural and spiritual values, beliefs and attitudes related to client care (Students and clients); reflective journaling							
ADLs	Perform ADLs to meet client needs (shows initiative and ability to perform independently)								
Data Collection - Focused Assessment	Makes accurate observations, Data collection is complete and obtained from multiple sources and ways of knowing (client, chart, staff, and family), Performs head to toe and focused assessments and reports abnormalities; accurate EHR documentation; nursing care plans								
Client Education	Identifies learning needs and provides information from established teaching plan. Evaluates client understanding (Teach Back)								

	Clinical Competency	Criteria used to identify successful accomplishment of the competency	1	2	3	4	5	6
Evidence Based Practice and Nursing Judgement: Critical Element #1, 2, 4;	Clinical reasoning, Evidence-Based	Identifies complications or changes in client condition and reports deviations promptly. Uses clinical reasoning to assess, choose interventions, and evaluate client responses; evidence-based nursing responses						

course objective #5, 10, 11, 12, 16	Prioritization	Outlines daily plan of care, adjusts as needed, sets appropriate priorities and provides rationale for client care priorities							
Quality Improvement and Safety: Critical Element #1, 2, 5; course objectives #10, 11,	Quality Client Care	Identifies and addresses client concerns							
	Safety	Safe and competent nursing skills, medication administration (accurately, safe manner, timely, evaluates response to medications), standard precautions and treatments/procedures, Maintains a safe environment							
Informatics: Critical Element #3, 4, 5; course objective #9, 10, 13, 15	Documentation/ Confidentiality	Documents in a timely, clear, concise, and prompt manner, maintains confidentiality of client information							
	Technology – safety equipment	Responds appropriately to safety equipment (alarms, call lights, bar codes, etc.)							

### CLINICAL PERFORMANCE EVALUATION RUBRIC

Performance Quality	Assistance
Consistently meets evaluation criteria with minimal direction. A satisfactory score of "S" must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (94-100%)	Minimal direction not required
Performance is improving and becoming more consistent; needs moderate level of assistance or supervision, seeks learning experiences. By the final evaluation for the course, all D's must be S's to pass the course at minimum 73%. A satisfactory score of "S" must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (88-93%)	Occasional direction
Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure. A developmental plan should be prepared collaboratively for areas of "improvement needed" in formative evaluations. All E's must be Ds or MS by midterm. A satisfactory score of "S" must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (74-87%)	Frequent direction
Performance is inconsistent and/or needs high level of assistance or supervision (68% - 73%). Strengths and areas for improvement should be identified in a comprehensive evaluation by the 3rd week of clinical. A developmental plan should be prepared collaboratively for areas of "improvement needed" in formative evaluations. A score of NS requires a faculty narrative along with a formal action plan. A score of NS post midterm requires a formal meeting with the clinical faculty, BSN Clinical Coordinator, and the student. Two NS's after the formal meeting will result in NE and failure of the course. (68-73%)	Continuous direction
Does not meet Expectations even after remediation/developmental plan Unable to demonstrate procedures. Lacks confidence, coordination and efficiency.	Continuous direction

## **TOPICAL OUTLINE:**

### **I. Interprofessional approach to person-centered care for individuals with complex health conditions: (Essential I)**

1. Synthesize theories, concepts and caring science to build an understanding of the human experience
2. Integrate knowledge of and methods from an interprofessional perspective to inform decision-making.
3. Apply caring, cultural, and social factors to care for diverse populations in the clinical setting.

### **II. Quality care & patient safety: (Essentials II, V, VII)**

4. Implement communication skills within the context of an interprofessional team to ensure quality & safety.
5. Accept responsibility for nursing care and team coordination in delivery of person-centered care.
6. Create a culture of safety and caring.
7. Participate in quality and safety initiatives.
8. Identify roles and responsibilities of regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practices.
9. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions.
10. Assess health/illness beliefs, values, attitudes and practices of individuals and families in order to design person-centered nursing responses.

### **III. Evidence-based practices to guide complex care nursing: (Essential III)**

11. Participate in the process of retrieval, appraisal and synthesis of evidence in collaboration with healthcare team to improve patient outcomes.
12. Use evidence to design nursing care and create caring environments.
13. Identify practice deviations from standards that may adversely influence patient outcomes.

### **IV. Information management and application of patient care technology. (Essential IV).**

14. Use information technology in the complex care setting to improve patient care outcomes and creating a safe care environment.
15. Demonstrate competence in using patient care technologies, information systems, and communication devices that support safe nursing practice in complex care settings.
16. Understanding the use of documentation systems that track nurse sensitive outcomes.
17. Demonstrate comportment in upholding ethical standards related to data security, regulatory requirements, confidentiality, and the patients right to privacy.

### **V. Interprofessional Communication & Collaboration (Essentials VI & IX)**

18. Apply of inter and intra professional communication skills to deliver evidence-based, person-centered care.
19. Incorporate effective communication techniques, including negotiation and conflict resolution to produce caring professional relationships.
20. Share the unique nursing perspective in interprofessional care opportunities.
21. Facilitate person-centered transitions of care, including shift to shift, discharge planning and ensuring the caregivers knowledge of care requirements to promote a safe caring environment.

### **VI. Demonstration of professional comportment (Essential VIII).**

22. Model the values of moral, ethical, and legal conduct.
23. Honor professional boundaries with patients, families, and colleagues.
24. Identify the impact of attitudes, values, and expectations on the care of frail older adults in the acute care setting and other vulnerable populations.

25. Act to prevent unsafe, illegal, or unethical care practices.
26. Reflect upon one's own beliefs and values as they relate to professional practice.
27. Model Roach's 6 C's as outlined in the clinical evaluation tool.

## **COURSE ASSIGNMENTS:**

### **EHR Assignments (<https://my.ehrtutor.com>)**

EHR assignments (Clinical Patient Assignments) are worth 15% of your course grade. EHR assignments are to be submitted in your assigned class in EHR no later than the next day after your clinical rotation by 11:59 PM (EST). For example:

1. If your clinical day is **Wednesday**, the EHR assignment is **due no later than Thursday by 11:59 PM (EST)**.
2. If your clinical day is **Thursday**, EHR assignments are due **no later than Friday by 11:59 PM (EST)**.
3. If your clinical day is **Friday**, EHR assignments are due no later than **Saturday by 11:59 PM (EST)**. Late submissions will not be accepted, and you will not receive credit for the assignment.

There are eleven (11) EHR (clinical patient assignments) for this course.

### **EHR Instructions:**

You will need to join my class in order to view and complete your weekly EHR (clinical patient assignments). Please complete the following instructions in order to join my course:

1. Go to <https://my.ehrtutor.com>
2. Then log in with your school email address.
3. Follow the on-screen prompts to complete your account, including your name, email address, and password
4. Once you have created your account, you may need to be added to a course by your instructor or receive a Course Enrollment Key from your instructors to be added to this semester's course.

### **vSim Assignment:**

vSim assignments (Clinical Patient Assignments) are a part of your course grade with the EHR. vSim assignment are to completed before class. You will have debriefing on the assigned dates you meet for clinical rotation via WebEx. For example:

1. If your clinical day is **Wednesday**, the vSim assignment is **due no later than Tuesday by 11:59 PM (EST)**.
2. If your clinical day is **Thursday** vSim assignments are due **no later than Wednesday by 11:59 PM (EST)**.
3. If your clinical day is **Friday**, vSim assignments are due no later than **Thursday by 11:59 PM (EST)**. Late submissions will not be accepted, and you will not receive credit for the assignment.

There are eleven (11) EHR (clinical patient assignments) for this course

### **vSim Instructions:**

You will need to join my class in order to view and complete your weekly vSim (clinical patient assignments). Please complete the following instructions

in order to join my course:

1. If you don't already have access to Lippincott CoursePoint+ for Hinkle & Cheever: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 13th Edition, redeem your **ACCESS CODE** and complete registration

- at <http://thePoint.lww.com/activate>.
2. From the “My Content” page, click on Lippincott CoursePoint+ for Hinkle & Cheever: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 13th Edition.
  3. On the welcome screen or from “My Classes”, select “Join a Class”, enter your **CLASS CODE** that you receive from your instructor and click “Enroll”.

If you experience any problems, check the code again and re-enter it. If it does not work, contact Lippincott Online Product Support at 1-800-468-1128 or [techsupp@lww.com](mailto:techsupp@lww.com) for assistance.

Not sure what an **ACCESS CODE** is?

Learn more at <http://thepoint.lww.com/Help/BookAccess>.

**Reflective Journal assignments** will be submitted via Canvas by the assigned dates/times in the assignment tab. Journal guidelines are listed on the Canvas site. Journals that are late will **not** be accepted. There are three (3) assigned reflective journals for this course. Your instructor may assign additional reflective journal assignments. **Reflective journals are worth 5% of the course grade.**

**Case Studies** will be assigned throughout the semester. Case studies are not a group assignment and are to be completed individually. All case studies must be submitted in APA 7<sup>th</sup> edition format with at least two references. Suitable references include texts, drug book, laboratory/diagnostic resources, and peer-reviewed journal articles. Students may be required to submit assignments via TurnItIn.com per the faculty's discretion

**Nursing Practice Evaluation Tool:** The nursing practice evaluation tool provides documentation of your performance. At a mid-semester conference, the student and faculty will review progress to date in meeting the learning outcomes for the course. Strategies to facilitate achievement of the learning goals will be mutually determined. The Professional Practice Lab and electronic resources may be used to augment clinical activities in supporting individual growth. The final evaluation conference will provide the final assessment of achievement of goals. At the conclusion of this course, the nursing practice evaluation tool will be jointly reviewed by the faculty and student in a conference, signed and placed in the student's file at the College of Nursing. Signing the tool does not indicate agreement with the evaluation; the student's signature indicates that the evaluation has been reviewed. **The Nursing Practice Evaluation Tool is worth 27% of the course grade.**

The “Instructor Evaluation of Student Progress” (weekly evaluation) tool will be utilized by the faculty to provide timely feedback to the student, which contributes to the midterm and final grades on the “Nursing Practice Evaluation Tool.”

\* Failure to demonstrate safe performance in any of the **Critical Elements** on the “Nursing Practice Evaluation Tool” is failure in the course regardless of proficiency in the performance of other nursing care behaviors or written work

## **COURSE POLICIES & GUIDELINES**

Students are reminded that the College of Nursing Professional Statement undergraduate handbook policies and procedures, and University undergraduate catalog policies related



to academic integrity apply to all written assignment, verbal communications, documentation in the medical record, and other course activities. All policies in the Christine E. Lynn College of Nursing undergraduate handbook and the FAU Undergraduate catalogs apply to this course. ADHERENCE TO ALL HIPAA GUIDELINES IS MANDATORY.

#### Grading of Course:

All course requirements and objectives must be met in order to obtain a passing grade. A grade of "S" is required to pass this course.

#### Assignments:

Assignments are expected on due date unless approval by instructor has been obtained for a late date. All written course activities must demonstrate compliance with HIPAA as well as professional writing skills and reflect the Christine E. Lynn College of Nursing Philosophy. You are responsible for following all hospital policies and procedures related to students – especially any policies related to parking, use of the cafeteria, and other services. Points may be deducted for late submission. *No late assignments will be accepted.*

**Student Handbook:** Students are responsible and accountable for understanding and adhering to the student policies found in the Student Handbook.

#### Communication:

Canvas will be the electronic communication tool for this course. Class announcements and course documents will be posted on Canvas. It is the student's responsibility to check the site periodically for updates. Any group and individual email will be sent only to the FAU email address, so please be sure that you check your FAU email regularly.

#### Clinical:

**Attendance: Clinical attendance is mandatory.** Completion of the minimum number of clinical hours is mandatory to pass this clinical rotation. In the extreme case when late arrival or absence is unavoidable, you MUST contact the faculty one hour BEFORE the start of the nursing practice time. Nursing practice experiences are extremely difficult to rearrange, therefore late arrival or absence can result in your missing an experience that is vital to your success in the course. It is your responsibility to know how to contact your faculty member on nursing practice days.

*Clinical Absence:* See the attendance clinical courses policy.

*Clinical Performance:* Students will be working with their clinical instructor while providing nursing care. You are to work with and to learn from your clinical instructor. Your clinical instructor will make your assignment, answer your questions, guide your activities, and provide feedback. You and your clinical instructor need to design a plan to best meet the needs of your assigned patient and your individual learning needs.

Students are expected to be knowledgeable about all technological skills required for practice, including drug actions, side effects, and nursing implications when medications are to be given. The Professional Practice Center is available for practice of technological competencies and/or review of other skills required for practice. Utilize the resources such as Policy and Procedure Manuals at the agency prior to performing any procedures as indicated.

Readings and other learning preparations are to be completed before nursing practice experiences. Students who are unprepared or have not completed pertinent learning activities will not be allowed to participate in patient care activities. This is an unexcused absence and may jeopardize your ability to meet the course objectives and to successfully complete the course requirements.

Students will be active participants in the nursing activities of the unit. With the assistance and supervision of the clinical faculty the student is expected to perform nursing assessments, interventions, evaluate patient responses, design and implement teaching plans, document nursing care, and all other components of the nurse's role as appropriate to the setting.

*Medication Policy:* The College of Nursing and clinical agency medication policy must be adhered to at all times. Students must complete a medication exam with a passing score of 100% prior to medication administration on the unit specific to the assigned clinical rotation within the first two weeks of the semester. See Medication policy in Student Handbook.

*Electronic Medical Records/ATI:EHR*

#### Clinical Comportment:

Professional dress and behavior is expected at all times. Students MUST wear their FAU College of Nursing community uniform and name badge and have their hospital issued ID card or FAU OWL card visible at all times. Arriving late and leaving early to clinical are not acceptable behaviors.

Absence during the Nursing Practice course results in missing critical experiences and may result in failure to successfully achieve the course objectives. It is extremely difficult to arrange make-up experiences, because of the limited number of experiences available

Students may NEVER leave any scheduled clinical placement without the permission of the FAU faculty member. Before leaving the nursing unit for any reason you must find one of your peers to be responsible for your patient(s) AND notify your clinical instructor that you are leaving and when you will return. You are to be working with your assigned clinical instructor for the entire time designated for this nursing practice experience.

### Attendance: Clinical Courses

Attendance is required in clinical rotations. One absence may be excused based on the following and that the student contacts the clinical instructor BEFORE the start time of the day's rotation:

1. Illness (documentation by the healthcare provider may be required)
2. Death of an immediate family member (grandparent, parent, spouse, child, sibling/sibling-in-law)
3. Faculty approval of participation in a University-approved activity and verification of completed paperwork.

An unexcused absence may result in an unsatisfactory (failure) for the course. An unexcused absence may include:

1. Tardiness to the clinical site
2. Inappropriate comportment
3. Unpreparedness for the clinical experience
4. Dismissal from the clinical experience
  1. For any one of the above or
  2. Potential and/or actual harm to patient or others

The following may result in an unsatisfactory (failure) of the course and recommendation for dismissal from the BSN program:

1. Potential and/or actual harm to patient or others and/or
2. inability to satisfactorily meet critical elements (minimum 73.0%) and/or
3. falsification of documentation and/or
4. violation of HIPAA and/or
5. violation of the CELCON Professional Statement

One excused absence may be made-up as arranged AT THE FACULTY'S discretion. Unexcused absences will not be made-up resulting in unsatisfactory (failure) of the course.

## Course-Specific Policies

1. Readings and other learning preparations are to be completed before nursing practice experiences. Students who are unprepared or have not completed pertinent learning activities will not be allowed to participate in patient care activities. This is an unexcused absence and may jeopardize your ability to meet the course objectives and to successfully complete the course requirements.
2. Clinical attendance is mandatory. Completion of the minimum number of clinical hours is mandatory to pass this clinical rotation.
3. Students must arrive for clinical on time and stay for the full scheduled shift. Failure to do so may be construed to be abandonment and failure of the course. Students who are late more than 15 minutes will forfeit their clinical day and receive a grade of zero.
4. Students must notify their instructor **via phone or email (if agreed upon by the faculty)**(and the clinical agency -if applicable) if they will be absent or late. Failure to do this may result in an unsatisfactory comportment grade in a clinical course. Chronic tardiness or unexcused absences will result in clinical failure.
5. If an emergency situation arises (such as unavoidable sudden illness), the student is required to notify the instructor and/or appropriate person in the clinical agency as soon as possible so that patient care may be reassigned without delay. This is a professional responsibility that must be assumed by the individual student and will be taken into consideration in the evaluation of clinical performance. Documentation of illness from a PCP must be furnished to the clinical instructor.
6. Students are expected to exhibit behaviors consistent with safe practice under the direction of the faculty and/or preceptor.
7. Attention and involvement in the clinical experience is expected.
8. Students are expected to be knowledgeable about all technological skills required for practice, including drug actions, side effects, and nursing implications when medications are to be given. The College Professional Practice Lab is available for practice of technological competencies and/or review of other skills required for practice. Utilize the resources such as Policy and Procedure Manuals at the agency prior to performing any procedures as indicated.
9. Students will be working with their clinical instructor while providing nursing care. You are to work with and to learn from your clinical instructor. Your clinical instructor will make your assignment, answer your questions, guide your activities, and provide feedback. You

and your clinical instructor need to design a plan to best meet the needs of your assigned patient and your individual learning needs.

10. Students will be active participants in the nursing activities of the unit. With the assistance and supervision of the clinical faculty the student is expected to perform nursing assessments, interventions, evaluate patient responses, design and implement teaching plans, document nursing care, and all other components of the nurse's role as appropriate to the setting.

11. Students MUST wear their FAU College of Nursing name badge and have their agency issued ID card or FAU OWL card visible at all times.

12. All documentation must be accurate, reflecting care rendered.

13. All written course activities must demonstrate compliance with HIPAA as well as professional writing skills and reflect the Christine E. Lynn College of Nursing Philosophy.

14. Students must adhere to all hospital policies and procedures related to students – especially any policies related to parking, use of the cafeteria, and other services.

15. All assignments need to be submitted on time. Late submissions will not be accepted.

16. The student must demonstrate satisfactory performance in each clinical rotation by the last clinical day at the latest.

17. *Medication Policy:* The College of Nursing and clinical agency medication policy must be adhered to at all times. Students must complete a medication exam with a passing score of 100% prior to medication administration on the unit specific to the assigned clinical rotation within the first weeks of the semester. (Three unsuccessful exam attempts will result in course failure).

18. The faculty reserves the right to make changes in course content and requirements.

*One excused absence must be made-up as arranged by the College of Nursing. Unexcused absences will not be made-up resulting in unsatisfactory (failure) of the course.*

## **COLLEGE OF NURSING POLICIES**

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:

<http://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

c). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and  
<http://www.fau.edu/regulations>

**CODE OF ACADEMIC INTEGRITY:**

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

<http://www.fau.edu/ctl/AcademicIntegrity.php>

<http://nursing.fau.edu/academics/student-resources/graduate/policies-regulations/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

**DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS) located in Boca Raton – SU 133 (561-297-3880), in Davie – LA 131 (954-236-1222), in Jupiter – SR 111F (561-799-8585)

([http://www.fau.edu/sas/about/contact\\_us.php](http://www.fau.edu/sas/about/contact_us.php)) and follow all SAS procedures:

<http://www.fau.edu/sas/> and <http://www.fau.edu/sas/New.php>

**COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

**INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

**ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is

determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

### **Attendance: Clinical Courses**

- A. Attendance is required in clinical rotations. One absence may be excused based on the following and that the student contacts the clinical instructor BEFORE the start time of the day's rotation:
  - 1. Illness as documented by the healthcare provider
  - 2. Death of an immediate family member (grandparent, parent, spouse, child, sibling/sibling-in-law)
  - 3. Faculty approval of participation in a University-approved activity and verification of completed paperwork.
- B. An unexcused absence may result in an unsatisfactory (failure) for the course. An unexcused absence may include:
  - 1. Tardiness to the clinical site
  - 2. Inappropriate comportment
  - 3. Unpreparedness for the clinical experience
  - 4. Dismissal from the clinical experience
    - a. For any one of the above or
    - b. Potential and/or actual harm to patient or others
- C. The following may result in an unsatisfactory (failure) of the course and recommendation for dismissal from the BSN program:
  - 1. Potential and/or actual harm to patient or others and/or
  - 2. inability to satisfactorily meet critical elements (minimum 74.0%) and/or
  - 3. falsification of documentation and/or
  - 4. violation of HIPAA and/or
  - 5. violation of the CELCON Professional Statement

One excused absence **MUST be made-up** as arranged by the College of Nursing. Unexcused absences will not be made-up resulting in unsatisfactory (failure) of the course.

### **RELIGIOUS ACCOMMODATION:**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in

religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. USE OF STUDENT COURSE MATERIAL The Christine E. Lynn College of Nursing may use students' course- related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

<https://www.fau.edu/provost/resources/files/religious-accommodations-students-and-faculty-8-21-15.pdf> and

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/religious-accommodation.php>

\*\* The Clinical Schedule is individualized by the clinical instructor to address site, simulation, and other schedule changes.

### **Instructor Policies and Guidelines**

Students are reminded that the College of Nursing Professional Statement undergraduate handbook policies and procedures, and University undergraduate catalog policies related to academic integrity apply to all written assignment, verbal communications, documentation in the medical record, and other course activities. All policies in the Christine E. Lynn College of Nursing undergraduate handbook and the FAU Undergraduate catalogs apply to this course.

You must complete the dosage calculation test with a grade of 90% before you can administer any medications in the clinical setting. Students who do not achieve a score of 90% before the end of the first week of nursing practice are considered unsafe and unprepared to be in the nursing practice area.

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. A grade of "Satisfactory" is required to pass this course.
3. Students are responsible and accountable for understanding and adhering to the student policies found in the Student Handbook.
4. Canvas will be the electronic communication tool for this course. Class announcements and course documents will be posted on Canvas. It is the student's responsibility to check the site periodically for updates.
5. Any group and individual email will be sent only to the FAU email address, so please be sure that you check your FAU email regularly.
6. Readings and other learning preparations are to be completed before nursing practice experiences. Students who are unprepared or have not completed pertinent learning activities will not be allowed to participate in patient care activities. This is an unexcused absence and may jeopardize your ability to meet the course objectives and to successfully complete the course requirements.
7. Clinical attendance is mandatory. Completion of the minimum number of clinical hours is mandatory to pass this clinical rotation.
8. Students must arrive for clinical on time and stay for the full scheduled shift. Failure to do so may be construed to be abandonment and failure of the course.



9. Students must notify their instructor via phone and **via email** (and the clinical agency -if applicable) if they will be absent or late. Failure to do this may result in an unsatisfactory comportment grade in a clinical course. Chronic tardiness or unexcused absences will result in clinical failure.
10. If an emergency situation arises (such as unavoidable sudden illness), the student is required to notify the instructor and/or appropriate person in the clinical agency as soon as possible so that patient care may be reassigned without delay. This is a professional responsibility that must be assumed by the individual student and will be taken into consideration in the evaluation of clinical performance. Documentation of illness from a PCP must be furnished to the clinical instructor.
11. Students are expected to exhibit behaviors consistent with safe practice under the direction of the faculty and/or preceptor.
12. Attention and involvement in the clinical experience is expected.
13. Students are expected to be knowledgeable about all technological skills required for practice, including drug actions, side effects, and nursing implications when medications are to be given. The College Professional Practice Lab is available for practice of technological competencies and/or review of other skills required for practice. Utilize the resources such as Policy and Procedure Manuals at the agency prior to performing any procedures as indicated.
14. Students will be working with their clinical instructor while providing nursing care. You are to work with and to learn from your clinical instructor. Your clinical instructor will make your assignment, answer your questions, guide your activities, and provide feedback. You and your clinical instructor need to design a plan to best meet the needs of your assigned patient and your individual learning needs.
15. Students will be active participants in the nursing activities of the unit. With the assistance and supervision of the clinical faculty the student is expected to perform nursing assessments, interventions, evaluate patient responses, design and implement teaching plans, document nursing care, and all other components of the nurse's role as appropriate to the setting.
16. Students **MUST** wear their FAU College of Nursing name badge and have their agency issued ID card or FAU OWL card visible at all times.
17. All documentation must be accurate, reflecting care rendered.
18. All written course activities must demonstrate compliance with HIPAA as well as professional writing skills and reflect the Christine E. Lynn College of Nursing Philosophy.
19. Students must adhere to all hospital policies and procedures related to students – especially any policies related to parking, use of the cafeteria, and other services.
20. All assignments need to be submitted on time. Late submissions will not be accepted.
21. The student must demonstrate satisfactory performance in each clinical rotation by the last clinical day at the latest.
22. *Medication Policy:* The College of Nursing and clinical agency medication policy must be adhered to at all times. Students must complete a medication exam with a passing score of 90% prior to medication administration on the unit specific to the assigned clinical rotation within the first weeks of the semester. (Three unsuccessful exam attempts will result in course failure).
23. The faculty reserves the right to make changes in course content and requirements.

**Course content by week for Acute Adult, NUR 4716**

Dates	Wee	Topic	Chapters: Lewis	ATI & Assignments (due Sundays @ 11:59pm)
August 24	1	Health Care Delivery & Professional Practice, Fluid & Electrolyte	1, 16	<u>Targeted Medical- Surgical:</u> Fluid, Electrolyte, Acid-Base <u>Skills:</u> Central Venous Access (due 8/30)
August 31	2	EKG, Dysrhythmias	35	Basic ECG Self-study (NOT ATI) due 9/6 <u>Read ATI Med-Surg book: Ch 28, 29</u>
Sept. 7	3	Labor Day Holiday – NO CLASS		Work on next assignments for 9/14 class: <u>Learning System RN: Cardiovascular &amp; Hematology</u> <u>Targeted Medical- Surgical Practice Assessment: Cardiovascular (due 9/13)</u>
Sept. 14	4	Alt. in Tissue Perfusion: Angina, ACS, PCI, CABG, Valve surg, HF review, Pulm Edema, HTN review	11/1	<u>Read ATI Med-Surg book: Ch 27, 30, 31, 32, 33, 34</u>
Sept. 21	5	<b>EXAM 1 (Wks 1, 2, 4)</b>		
Sept, 28	6	Alt. in Tiss Perf: Alt. in O2: Atelectasis, Resp infections, severe ARS, TB, Lung abscess, Pleural conditions,	27	<u>Targeted Medical- Surgical Practice Assessment: Respiratory</u>
October 5	7	Alt in O2: Pre-op, Intra-op	17, 18	<u>Targeted Medical- Surgical Practice Assessment: Perioperative (due 10/11)</u> <u>Skills: Blood Administration, Surgical Asepsis (due 10/11)</u>
October 12	8	Alt. in O2: Post-op	19, 8	<u>Skills: Wound Care, Ostomy Care (due 10/18)</u> <u>Read ATI Med-Surg book: Ch. 96, 8</u>
October 19	9	<b>EXAM 2 (Wks 6, 7, 8)</b>		<b>Take 2019 Adult Med Surg Practice Assessment A (10/20-10/22)</b>
October 26	10	Alt. in Mobility: M/S Care & Trauma	62, 63 (only 1496-1500), 64 (only 1535-36)	<b>Practice A Remediation due 11/1. (Must submit before taking Practice B)</b>  <u>Read ATI Med-Surg book: Ch. 68, 69, 71 (Ortho);</u>  <u>Targeted Medical- Surgical Practice Assessment: Gastrointestinal</u> <u>Skills: Nasogastric Tube (due 11/8)</u> <u>Real Life RN: GI Bleed &amp; C. Difficile (due 11/8)</u> <u>Read ATI Med-Surg book: Ch 46, 47, 53, 54, 55 (GI)</u>

Nov. 2	11	Alt. in Metabolism: Hepatitis, Pancreatitis, Cholecystitis, Appendicitis, Diverticulitis, Peritonitis. Acute GI Bleeding, Clostridium Difficile	43 (all), 41 (921-925 only); 42 (939-940, 942-944, 950-953, 963-964 only)	Targeted Medical- <u>Surgical Practice</u> Assessment: Gastrointestinal <u>Skills</u> : Nasogastric Tube (due 11/8) <u>Real Life RN</u> : GI Bleed & C. Difficile (due 11/8) <u>Read ATI Med-Surg book: Ch 46, 47, 53, 54, 55 (GI)</u>
Date	Week	Topic	Lewis, 10 <sup>th</sup> ed.	ATI & Assignments (due Sundays @ 11:59pm)
Nov. 9	12	Alt. in Metabolism: Endocrine: DM review/ DKA, Pituitary tumors, Hyper/hypo thyroid, Thyroid storm, Adrenal Insufficiency	47, 48 (only 1142-1146); 49	<u>Take 2019 Adult Med Surg Practice Assessment B (11/10-11/13)</u> Targeted Medical- <u>Surgical Practice</u> Assessment: Endocrine <u>Learning System RN</u> : Endocrine (due 11/15)  <u>Read ATI Med-Surg book: 76, 77, 78, 79, 80, 81, 82, 83 (Diabetes &amp; Endocrine topics)</u>
Nov. 16	13	<b>EXAM 3: (Wks 10, 11, 12)</b>		Practice B Remediation due 11/20 (must submit before taking Proctored exam)
Nov. 23	14	Alt. in Sensory Perception: Retinal detach, Tymp memb perf, Otitis media, Meniere's dx, Tinnitus & Vertigo  Alt. in Elimination: Urinary disorders, Kidney Disorders	20, 21  9, 45, 46 (1069-1075) <b>Review 44</b>	<u>Read ATI Med-Surg book: Ch 12, 13</u>  <u>Read ATI Med-Surg book: Ch 56, 58, 59, 60, 61</u>  Targeted Medical- <u>Surgical Practice</u> Assessment: Renal & Urinary (due 11/29) <u>Learning System RN</u> : Renal & Urinary <u>Real Life RN</u> : Urinary Tract Infection (due 11/29)
Nov 30	15	Alt in Sensory & Motor Function: Seizures, Status Epilepticus, Stroke	56 (1314-1326), 57, 58 (1368-1382)	Targeted Medical- <u>Surgical Practice</u> Assessment: Neurosensory & Musculoskeletal (due 12/6) <u>Learning System RN</u> : Neurosensory & Musculoskeletal (due 12/6) <u>Read ATI Ch 14, 15</u> <u>Take 2019 ATI Proctored Adult Med Surg Assessment, Dec. 1, 2, 3, 4 morning or afternoon</u>
Dec. 7	16	Reading Days Monday - Wednesday		Proctored ATI Remediation (due 12/6) (If score below Level 2) Proctored ATI Adult Med Surg Retake Dec. 7, 8, 9
FRIDAY, December 11 10:30 am	17	<b>FINAL EXAM (Wks 14, 15 PLUS Cumulative content)</b>		

## **Professional Statement**

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement—agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse.

The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education.

Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



## **CHRISTINE E. LYNN COLLEGE OF NURSING**

### **STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.  
April 2012