University of Texas at Arlington
College of Nursing and Health Innovation
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NURS 3632: Clinical Nursing Foundations
Accelerated Online BSN Program
Spring 2018

Instructors

Lead Teacher/Instructor: Sara Washington, MS, RN, CNE

Clinical Assistant Professor

Office Number: 619 Pickard Hall   Office Telephone: 817.272.2776 (main CONHI number)
E-mail: swashington@uta.edu   Faculty Profile-Go to UTA Mentis
http://mentis.uta.edu/explore/profile/sara-washington

 Office Hours: Office hours vary due to format of course delivery. Please contact me via Blackboard email to schedule an appointment or to confirm my presence on campus. Email contact to set up appointments is best.

Faculty Leader: Christine Roberts, MSN, RN, PCCN (Section 601)

Clinical Assistant Professor

Office Number: 544D Pickard Hall Office Telephone: 817.272.2776 (main CONHI number)

E-mail: christine.roberts@uta.edu Faculty Profile-Go to UTA Mentis
http://mentis.uta.edu/explore/profile/christine+-roberts

Office Hours: Office hours vary due to format of course delivery. Please contact me via Blackboard email to schedule an appointment or to confirm my presence on campus. Email contact to set up appointments is best.

Clinical Instructors & Academic Coaches

Clinical Instructor will provide contact information. Academic Coaches will post contact information in Blackboard.

Section Information - NURS 3632 Clinical Nursing Foundations, 600 & 601

Class Meetings- Web-Based Course with Clinical Component – See Site Schedule.

Placement in Curriculum

Junior I (JR1) – first clinical course

Prerequisites/Co-requisite

NURS 3320, NURS 3333, or concurrent enrollment. If a student is unable to complete N3320 (Assessment) due to failure or withdrawal, N3632 (Foundations) must be dropped if it is taken concurrently.

Description of Course Content

Clinical Nursing Foundations provides students with learning opportunities to develop basic therapeutic nursing interventions with individuals and families in diverse settings.

Student Learning Outcomes (Course Outcomes)

- Utilize current evidence to provide competent and holistic care to individuals and families.
- Demonstrate critical thinking in patient care and self-reflection activities.
- Apply ethical and legal principles and professional standards in providing care to individuals and families.

- Communicate respectfully with patient utilizing therapeutic techniques.
- Develop basic skills in conflict management that promote cooperative working relationships.

Demonstrate responsible use of material resources.

- Evaluate personal performance in the delivery of basic nursing care to individuals and families.
- Provide basic patient education related to health needs.
- Utilize safe care practices and accept responsibility in lab and clinical setting.
- Utilize electronic information systems in providing patient care.

Clinical Outcomes

- Administer medication in a safe and accurate manner.
- Demonstrate written communication through documentation of patient care assessment findings, patient care plans, and critical thinking papers.
- Demonstrate verbal communication therapeutically with patients and families.
- Demonstrate time management to include organizing care interventions and completing all patient care and written required assignments on schedule.
- Practice standard precautions in patient care.
- Demonstrate use of sterile technique.
- Provide a safe patient environment.
- Apply ethical principles such as confidentiality, privacy, informed consent and truth telling.
- Collaborate with other members of the health care team in meeting the identified needs of the patient & family.
- Demonstrate professional behavior.
- Demonstrate critical thinking through performance of clinical and written assignments.
- Formulate care plans with appropriate short term goals for an individual client.
- Demonstrate appropriate and accurate use of skills as learned in lab.
- Evaluate and improve clinical performance considering self-evaluation, faculty evaluation and staff feedback.
- Identify own strengths and weaknesses in the delivery of nursing care.

Required Textbooks/Media-Enhanced and Other Course Materials

CoursePoint+ for Taylor, C., Lillis, C., Lynn, P. (2015). Fundamentals of nursing: The art and science of person-centered nursing care (8th ed.) Philadelphia: Wolter Kluwer.

CoursePoint+ for Taylor includes the digital textbook, a medical dictionary, drug/medication resource, evidence-based content, vSim Patients, Lippincott Advisor, as well as other learning activities and resources, such as PrepU.

Optional - Hardcopy textbook or e-book may be purchased separately, but does contain CoursePoint+, which is used for assignments and resource materials.

CoursePoint for Lynn, P. (2015). *Taylor's clinical nursing skills: A nursing process approach (4th ed.).* Philadelphia: Wolter Kluwer.

> CoursePoint for Lynn includes the digital textbook, skills videos, vSim Patients, and other learning activities and resources.

Silvestri, L. (2017). *Saunders comprehensive review for the NCLEX-RN examination. (7th ed.).* Philadelphia: Elsevier/Mosby.

DocuCare- Lippincott Electronic Health Record Package

ATI (Assessment Technologies Institute) - Web-based learning and assessment program- includes standardized exam.

safeMedicate® - Web-based learning and assessment program for medication administration safety, including dosage calculation. (Version 2018)

Other Course Materials and Requirements

- Course Syllabus - Available in Blackboard. Please review and read before first day of clinical lab. Students are responsible for all material in the syllabus.
- Lab Nurse Kits are required for the Clinical Lab portion of the course. Lab Kits will be utilized in lab on a weekly basis. Not bringing supplies for lab may constitute a Performance Improvement Plan based on not being prepared for learning activities.
- Lab and Clinical forms are in Blackboard in the Lab and Direct Care Section. Students are responsible for printing forms and bringing forms to skills practice and check-offs.
- Because the course is in a blended online format, students are reminded of the computer/technology requirements as explained in admission and acceptance process.
- Please review Academic Term Books and Supplies list regarding Book Bundles for E-Books and Print-Books as well as current ISBN. The most current editions are best.
- Clinical and Lab Experiences – You must bring reference resources with you, such as course textbook, skills book, medication drug guide, and nursing diagnoses book— electronic form is best.
- Calendar & Schedule– Documents show Due Dates/Times for exams, assignments as well as other major assignments, assessments and other course requirements. Dates for clinical written work are not included- assigned by each individual instructor.
- **Student Guide for Lab & Direct Care (Study Guide)** – see Blackboard, Lab and Direct Care Section.
- **Print Lab and Clinical Acknowledgement Form ((last page of Syllabus)**, Review with Clinical Instructor, sign, and give to your Clinical Instructor on the first lab day.

Descriptions of Major Assignments and Examinations

This course involves multiple requirements as well as opportunities for success.   Major dates are listed on the Course Schedule. See Student Guide for Lab & Direct Care (Study Guide) for clinical requirements. Due dates/times for clinical written assignments are per each individual Clinical Instructor.

- Content Exams- three unit exams and a comprehensive final exam (80%)

- Comprehensive Assessment and Preparation Program (CAPP) Content Mastery Assessment – Phase 1 and Phase 2 (ATI Products) (10%)

- Medication Administration Competency Assessment- Dosage Calculation (safeMedicate® Program) (3%) – Must pass with at least 90% within 3 attempts.

- Clinical - Skills Check-Offs – Must pass within 3 attempts.

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success- see course specific attendance for Lab and Direct Care. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect all attendance policies to be followed. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. The didactic component for this course is on-line and available by podcasts. Attendance for face-to-face lecture is not applicable. The didactic course content is delivered through online and technology-enhanced methods. Weekly "lecture" course assignments are available in Blackboard and other web-based platforms.

Attendance for Clinical Simulation Lab and Clinical Direct Care Experiences

Clinical Labs /Clinical Direct Care days and times will be assigned per academic partner schedule. See Attendance Policies also included in this Syllabus.

Supervised clinical experiences are conducted at designated health care facilities (partner hospitals/ health care facilities). The course schedule is not aligned with traditional semester schedules, which facilities a more rapid progression through the program- certain holidays are not off-days due to the clinical learning environment of patient-care activities.

Other Requirements

Specific clinical hours and days vary. Attendance at clinical simulation lab/clinical direct care is required to be able to meet clinical objectives- approximately 15 – 20 hours per week. Students are advised to utilize effective time management skills and study skills. Please refer to Student Success Time Management information presented in New Student Orientation.

Teaching Methods

 All methods may not be used each term

Presentations/Discussion	Video Skill instruction
Return demonstration of skills	Role playing
Presentations (post conference)	Computer Assisted Instruction
Clinical experience	Clinical journals
Learning activities	Reading & writing assignments
Simulation	Care plans
Case studies	Faculty recorded podcasts

Course Content

The following topics will be covered in N 3632. The corresponding chapter in *Taylor, Fundamentals of Nursing* (8th Edition) is noted in parenthesis.

- Values, Ethics, & Advocacy (6)
- Communicator (20)
- Asepsis & Infection Control (23)
- Blended Competencies, Clinical Reasoning & Patient-Centered Care (10)
- Nursing Process (11-15)
- Safety, Security, & Emergency Preparedness (26)
- Hygiene (30)
- Activity (32)
- Nutrition (35)
- Urinary Elimination (36)
- Bowel Elimination (37)
- Skin Integrity & Wound Care (31)
- Oxygenation & Perfusion (38)
- Perioperative Nursing (29)
- Documenting, Reporting, Conferring, & Using Informatics (16)
- Medications (28)
- Comfort & Pain Management (34)
- Teacher & Counselor (21)
- Fluid, Electrolytes, and Acid-Base Balance (39)
- Nurse Leader, Manager, & Care Coordinator (22)
- Legal Dimensions of Nursing Practice (7)
- Sensory Functioning (43)
- Rest & Sleep (33)
- Sexuality (44)
- Spirituality (45)
- Loss, Grief, & Dying (42)
- Self-Concept (40)

NURS 3632 Skills - Overview

- Hand Hygiene & PPE
- Environmental Safety & Restraints
- Sterile gloves & Fields
- Communication
- Documentation
- Body mechanics/lifts
- Ambulation, Moving & Positioning – Safe Patient Handling
- TED/SCD/O_2/Incentive Spirometers
- Sterile dressing and Dry Dressing Change
- Input & Output
- Enemas/Ostomies
- Foley Catheter insertion
- Hygienic Care, bed baths, oral care and linen changes
- NG insertion/maintenance
- Medication Safety
- Feeding tubes
- Injection sites
- Injection techniques: intramuscular, subcutaneous, intradermal
- Drawing up medications

- Insulin administration
- Central Line/PICC Dressing change & maintenance
- Medication Administration
- Intravenous Therapy – Monitoring of Patients
  - Calculation of IV flow rates – gravity and pumps
  - Monitoring for complications

Evaluation Methods

Clinical Lab and Clinical Direct Care Requirements

Skills and Skill Check Offs: Satisfactory/Unsatisfactory

Students are expected to come to lab prepared with a basic understanding and knowledge of each skill scheduled for the day. Each skill will not always be demonstrated during actual lab time. Instructor may review parts of a skill but is not expected to "teach" skills in a step-by-step demonstration. Watching skills videos, reviewing skills procedural guides and required readings prior to the lab practice time are expectations. Lab time will be used for practice and asking questions about skills.

Some skills will require a check-off to demonstrate competence/safety. Skill competence is defined as successful demonstration of critical elements of the specific skill being tested. Prior to demonstrating competence/safety (check-offs), students must complete assignments as discussed above and actively participate in scheduled lab practice. Skill competence will be evaluated through student demonstration in the lab or clinical setting (check-offs). Students who are unable to demonstrate competency on the first attempt in the lab will undergo remediation and have a second opportunity to demonstrate competency/safety. If a student is unable to successfully complete a skill on the second attempt, two instructors, if available, will observe the third and final attempt. The third attempt may be taped for quality control purposes. Inability to successfully perform required skills on the third attempt will result in clinical failure or withdrawal from course if prior to drop date (see Clinical: Pass/Fail). Faculty evaluation of performance is final.

- When a student has a specific instance or pattern of difficulty in performing skills in the clinical setting, the clinical instructor will place the student on a Performance Improvement Plan and require continued practice and study. A skills lab remediation or check-off may be required before the student is allowed back in the hospital setting.
- Clinical absences due to student inability to attend a required remediation or check-off will be unexcused.
- *If a student is unable to successfully perform skills after remediation, either in the lab setting or upon return to the clinical setting, a clinical failure will result.*

Lab Check-Offs (N = 4) Within 3 Attempts

- Principles of sterile technique as demonstrated through insertion of a urinary catheter: male or female
- Principles of sterile technique as demonstrated through setting up a sterile field, adding items to a sterile field, and application of sterile gloves – open gloving method
- Principles of infection control as demonstrated through proper application and removal of isolation attire and hand-washing/hand-hygiene
- Insertion of nasogastric tube

Lab/Clinical Safety in Medication Administration

Principles of safe medication administration:

- 6 Rights
- Oral
- Topical
- Inhalation
- Eye; Ear; and other non-parenteral routes
- Parenteral (Injectables- intramuscular, subcutaneous, or intradermal)

Medication Administration in the patient care setting requires direct supervision by the Clinical Instructor. A mock medication check-off in lab may be incorporated in lab. Additionally, principles of patient safety must be demonstrated by consistent assessment of the patient and patient environment, including recognition and correction of safety hazards.

Clinical Evaluation: Satisfactory/Unsatisfactory (Pass/Fail)

Clinical failure may result when a student is unable to meet clinical course outcomes or exhibits unacceptable behaviors linked to the Texas Board of Nursing Standards of Professional Practice. Clinical failure for safety issues may occur at any time during the term. An overall course grade of "F" is assigned for a clinical failure. (See Clinical Failing Behaviors)

Essential Skills

Students are required to complete identified "Essential Skills" and provide documentation on a self-reporting assessment form – "Skills Passport". An essential skill may be completed at least one time in the lab or direct care setting. Documentation is a part of the clinical evaluation process. Students maintain an on-going record of skills. At the end of the term, student finalizes the record with all dates/settings and turns in document to Clinical Instructor. Note- Clinical Instructor must sign off on Essential Skills as verification of completion.

Essential Skills N3632 Clinical Nursing Foundations: N = 58 Skills

1. **Vital Signs**- Heart Rate (apical Pulse) & rhythm; Respiratory rate & rhythm; Temperature; Blood Pressure (manual and/or automated device); Pulses (rate & quality); Auscultation of heart sounds; Auscultation of lung sounds; Pain Assessment
2. **Assessment**- Physical Assessment (head to toe); Physical Assessment (problem-focused); Level of consciousness; Obtain a patient health history r/t chief complaint; interpret & analyze normal & abnormal assessment findings
3. **Basic Care**- Bathing; Making beds; Turning & positioning; Range of motion; Turn, cough, deep breathing; Oral care; TEDS hose application; Peri-care
4. **Medication Administration**- Six Rights; Safe dose range calculation/determination; Oral; Inhalation; Topical; Ophthalmic; Nasogastric and/or gastric; Intramuscular; Subcutaneous; Intradermal; Suppository
5. **Treatments**- Enema; Heat & Cold application
6. **Indwelling Tubes**- Insertion and/or management of enteral tubes; Insertion and/or management of urinary catheters-female/male
7. **Specimen Collection**- Culture of wound/purulent drainage; Urine specimen collection
8. **Care and Management of Wounds & Drains**- Sterile dressing changes; clean dressing changes; Drains (surgical)
9. **Airway Management**- Oral suctioning; Administration of oxygen (nasal prongs and/or mask- multiple types)
10. **Nutrition & Feeding**- Oral feeding (feeding patients); Orogastric, Nasograstic, G-Button,

Gastrostomy and/or Duodenal/Jejunostomy feeding (gravity and/or pumps); Total Parenteral Nutrition (TPN)
11. **Infection Control Procedures**- Hand-washing/cleansing; Standard/Universal Precautions; Droplet Precautions; Contact Precautions; Airborne Precautions
12. **Safety**- Use of correct body mechanics; Use of Restraints; Maintaining basic patient safety (side rails up, breaks on wheelchairs & beds, call system activated, etc.)

13. **Miscellaneous-** Documentation; Therapeutic communication techniques (patients); Therapeutic communication techniques (families); Nursing Math Skills

Grading/Grade Calculation

In order to pass the course, a student must pass all course components: theory/lecture, clinical lab, and clinical direct care.

Note- No options for extra credit.

In undergraduate nursing courses, all grade calculations will be carried out to two decimal places and there will **be no rounding of final grades—69.99 = 69.99 =D**. Letter grades for tests/exams, written assignments and end-of-course grades, etc. shall be:

A =	90.00 – 100.00	B =	80.00 – 89.99
C =	70.00 – 79.99	D =	60.00 – 69.99

The existing rule of C or better to progress remains in effect; therefore, to successfully complete a nursing course, students shall have a course grade of 70.00 or greater- as long as the 70% weighted exam average is met. Prior to figuring the final course grade, a 70% weighted average on designated proctored exams is required. There are four (4) designated proctored exams.

70% Weighted Exam Average

In order to successfully complete an undergraduate nursing course at UTA, a student must achieve a minimum 70% weighted average on designated proctored exams. For the final course grade, the 70% weighted exam average is considered first. If the 70% weighted exam average is less than 70, the **final course grade will be the grade of the weighted average. Other course grades are not considered. Example- Pending Overall Course Grade = 72.54 (C); however, Weighted Exam Average = 68.35 (D), Final Course Grade = D.**

Course Requirements	Grading Weights
Exam 1 (Febraury 22, 2018) – Designated Proctored	18%
Exam 2 (March 15, 2018) – Designated Proctored	20%
Exam 3 (April 5, 2019) – Designated Proctored	20%
Final Exam (April 26) – Designated Proctored	22%
Other Course Work – Not included in 70% Weighted Average, if requirement is not met • Medication Administration Competency Assessment- Dosage Calculation (3%)	20%

- CAPP (ATI) Assessment Phase 1 (4%)
- CAPP (ATI) Assessment Phase 2 (6%)
- safeMedicate® Prep Assignments (0.5%)
- ATI Prep Assignments (0.5%
- PrepU Chapter Quizzes (1%)
- vSim Patients (1%)
- Content Quizzes & Topic Activities (0.25%)
- Discussion Postings (0.25%)
- Nursing Care Plans #1 & #2 & 2 DocuCare Designated Assignments (1%)
- Nursing Care Plan #3 (1%)
- Clinical Journals (1%)
- Teaching Presentation (0.5%)

In order to successfully complete an undergraduate nursing course at UTA, the following minimum criteria must be met:

> 70% weighted average on designated proctored exams.
>
> 70% weighted average on major written assignments (if applicable).
>
> 90% on medication administration dosage calculation assessment
>
> 90% on practicum skills check offs (if applicable).

Designated Proctored Course Exams (80%) (Included in 70% Requirement)

There are three unit exams and a comprehensive final exam. The Master Exam Blueprint will be posted in advance of testing. Although the anticipated number of exam items will be posted per topic, it is difficult to give an accurate topic category item number because several topics may be contained in each question. Additional blueprints may be available prior to exams.

Exams will start and end at a specific time- not within a certain time frame of extended hours to complete the exam. Exams will be administered at a designated exam site under the direction of a designated proctor. Students will be notified if there is a need to bring a lap-top computer for exams; otherwise, facility/site/UTA computers are utilized for exams.

Exams are delivered in computer format but may be in paper format if deemed necessary by Lead Teacher. Exam items are mostly single-item multiple-choice. Alternate-format exam items, such as multiple responses, select all that apply, and fill in the blank items, may also be used but are not the majority of items.

Figuring Exam Grades with Weighted Averages

Example #1: This student made 100 on all exams

	Weight of exam	Student grade	How to figure
Exam 1	18%	100	x 0.18 = 18
Exam 2	20%	100	x 0.2 = 20
Exam 3	20%	100	x 0.2 = 20
Final Exam	22%	100	x 0.22 = 22
Total	80%		Total= 80

Last step: If you divide 80 by 0.8, the weight of exams, you will know the average weighted grade. In this case the weighted average grade is 100.

Example #2: This student made 70 on all exams.

	Weight of exam	Student grade	How to figure
Exam 1	18%	70	x 0.18 = 12.6
Exam 2	20%	70	x 0.2 = 14
Exam 3	20%	70	x 0.2 = 14
Final Exam	22%	70	x 0.22 = 15.4
Total	80%		Total= 56

Last step: If you divide 56 by 0.8, the weight of exams, you will know the average weighted grade. In this case the weighted average weighted grade is 70.

Use the following grid to figure YOUR weighted average

	Weight of exam	Your Grade	How to figure
Exam 1	18%		x 0.18 =
Exam 2	20%		x 0.2 =
Exam 3	20%		x 0.2 =
Final Exam	22%		x 0.22 =
Total	80%		Total=

Last step: If you divide the total of column four by 0.8 (80%-the weight of total exams), you will know your weighted average grade. You must have **56** or more in column 4 to move to the next step of adding your remaining course grades. **If the 70% weighted average is not achieved, a letter grade commensurate with the weighted average will be awarded as the final course grade. Less than a C signifies a non-passing grade.**

If a student has questions concerning a posted grade in the gradebook, student must contact the following individual within 1 week of the grade posting-

- **Academic Coach for items graded and tracked by Academic Coach.**
- **Clinical Instructor for clinical assignments.**
- **Lead Teacher for exam grades, ATI (CAPP) and safemedicate® grades.**

Other Course Requirements & Grades (20%) Not Included the 70% Weighted Average

Comprehensive Assessment and Preparation Program (CAPP) – Content Mastery Assessment (10%)
All students enrolled in this course will participate in the Course Content Mastery Assessment, which is a component of the Comprehensive Assessment and Preparation Program (CAPP). The Course Content Mastery Assessment is worth 10% of the total course grade and consists of practice assessments, proctored assessments, focused reviews and active learning exercises. Assignments are based on student's performance on practice and proctored assessments and students will not receive partial credit for late or incomplete assignments. Any activity submitted after the due date will result in a score of zero for the entire phase.

The Content Mastery Assessment is divided into **two (2) Phases.** See Dates on Course Schedule.

Phase 1- After the practice assessment and any other requirements, grade will be 100 or 0. A

grade of 100 is assigned with all requirements are met.

Phase 2- After a **proctored assessment**, results are categorized into one of four Proficiency Levels. Grades for Phase 2 are assigned based on the Proficiency Level and not the assessment raw score. All other requirements must be met.

- Level 3 = 100
- Level 2 = 83.33
- Level 1 = 50
- Less than Level 1 = 33.33

The standardized **proctored** ATI Assessment consists of 70-items based on basic comprehension and mastery of fundamental principles for nursing practice. A valuable resource is the ATI Fundamentals Review Module (textbook). Individual profile data and progression information regarding achievement of NCLEX-RN readiness is provided at the end of the proctored assessment.

See CAPP Policy and Procedures which contains link to the UTA CONHI CAPP, included in this syllabus. **A student will receive an "incomplete" in the course until all assigned activities are complete. Student will not be eligible to progress in the Program with an "incomplete."**

Note- All policies regarding exam integrity are applied, as well as policies regarding exam absences.   Cheating on exams or assessments may result in a grade of zero.

Medication Administration Competency Assessment (3%)

A proctored medication administration competency assessment is administered to students in each clinical course in which students administer medication. The medication administration competency assessment is designed to assess competency in calculating drug dosages for safe medication administration. Minimum passing score on the competency assessment is 90%. safeMedicate© is the program used and includes learning modules, practice activities, practice assessments, and graded assessments.

- The medication administration competency assessment must be passed with a grade of 90% or higher in order to administer medications in the clinical setting. Students who do not receive at least 90% on the first attempt will have **two** additional opportunities to make at least 90%. A 90% or higher must be achieved on the second or third attempt or a clinical failure will result. Students who are unsuccessful will be allowed to withdraw from the course if eligible according to drop policies.

- The grade received for the first assessment (exam) will be the recorded grade which will be calculated into the final course grade. The grade does not change when a 90% or higher is achieved or not achieved.

- For patient safety, you must demonstrate dosage calculation competency, including the ability to interpret medication orders and medication labels, as well as select appropriate delivery devices to administer medications.

- Dosage calculation problems will be included on exams starting with Exam 2.

Designated Clinical Assignments (3.5%)

See Lab and Direct Care Section in Blackboard.

Designated clinical assignments are **required** (**mandatory)** to pass the course. **Late work,**

anytime past the due date/time, is assigned a "0" but must still be turned in to the Clinical Instructor to pass the course.

The following assignments are graded by the Clinical Instructor-

- Nursing Care Plans #1, #2 and 2 Designated DocuCare Assignments (1%)
- Nursing Care Plan #3 (1%)
- Five (5) Clinical Journals (1%)
- Teaching Presentation (0.5%)

The Clinical Instructor sets the due dates/times for clinical assignments.

Any assignment which you submit electronically must be received according to deadlines. Please double check that you have properly attached your file and that it is not corrupted. A corrupted file or forgetting the attachment **will not be excused** as you are responsible for turning in your work on time. Do not procrastinate—start early. Computer crashes and server downtimes are not valid excuses.

*A pattern of late papers will be reflected on mid-term & final evaluations under documentation, time management, and professional behaviors. An unsatisfactory score in any of these areas on the final evaluation results in clinical failure. Students are expected to do their own work. Assignments may be assessed via **SafeAssign-** anti-plagiarism tool. The CON takes academic integrity seriously. A student may be referred to the UTA Office of Community Standards when violations are suspected- referral center regarding scholastic integrity.*

Patient-Based Nursing Care Plans and Designated DocuCare Assignments

Three patient-based care plans are required. All care plans must be complete and on time according to the Clinical Instructor deadline. A grade of 100 is assigned if the grade is at least a 70 on Care Plans 1 and 2. If criteria are not met, including at least a 70, then grade is 0. The third care plan will be graded numerically from 0 – 100. The numerical grade on Care Plan 3 must be at or above a 90 or will be redone until a grade of at least 90 is attained. The first grade received on the third care plan will be the grade used for grade calculation. The third and last care plan is due no later than Week 11. Any alterations to these dates must be made with the consent of your Clinical Instructor. You may not turn in more than one care plan per week and it must be on a patient you cared for immediately prior to the submission date.

Students will complete electronic patient documentation in the electronic record format-DocuCare. DocuCare includes patient assessment data, nursing documentation, and other features of an actual patient electronic health record (chart). Grade will be 100 or 0.

Clinical Journals/Reflection Journals

Five journals will be required. You may not turn in more than one journal during a week. Please refer to guidelines in Blackboard- Lab and Direct Care Section. Grade will be 100 or 0.

Patient Teaching Presentation

Presentations will be performed in post conference. Please refer to guidelines and rubric for teaching presentation in Blackboard- Lab and Direct Care Section. Grade will be numerically from 0 – 100.

Weekly "Lecture" Assignments – Modules (Total = 3.5%)

- Unless otherwise noted in Blackboard, the following assignments and activities are open-book. Blackboard quizzes in Module 1 are timed. All other assignments, unless otherwise noted in directions, are not timed.

- See Course Calendar/Schedule & Assignments, Lecture & Exam Schedule Section in Blackboard for specific dates and due times.

Work submitted after the due date/time will receive a grade of zero. Work can be submitted prior to the due date.

PrepU – CoursePoint+ Taylor (1%) – Tracked & Graded by Academic Coach

Students are expected to complete the chapter quiz as specified on the Schedule. A **Mastery Level of 5** is required to receive a grade of 100. If the mastery level is not met by the deadline, then the grade is 0. PrepU is an adaptive testing platform similar to the NCLEX Exam. Each student has an individualized sequence of questions based on answers. Therefore, one student may answer 20 questions to reach the designated mastery level and another student may answer 50 questions to reach the designated mastery level. Grade will be 100 or 0.

vSim Patients (1%) – Tracked & Graded by Academic Coach

vSim scenarios are virtual patient-centered simulations used to enhance student competence, confidence, and decision-making skills. To receive a grade of 100 for the vSim, you must complete 3 components by the deadline. You have unlimited attempts but you must meet deadline and satisfy the following criteria: (1) Pre-Simulation Quiz (2) Actual simulation activity with a score of 90% or higher (3) Post-Simulation Quiz with a score of 90% or higher. Grade will be 100 or 0.

Content Quizzes & Topic Activities (0.25%) – Tracked & Graded by Academic Coach

Quizzes and topic activities are included to assist in gaining knowledge and skills needed for application of course content. Some activities are timed quizzes and are located in Blackboard. You do not need to wait to work on Blackboard assignments. Some activities are only one attempt but can be completed prior to due date. Grades may be graded from 0 – 100 for quizzes and other activities may have a grade of 100 or 0.

Discussion Board (0.25%) - Tracked & Graded by Academic Coach

Discussion board activities are designed for communication-based learning which promotes development of critical-thinking skills as well as opportunity for clarification of ideas, values, and beliefs. Grade will be 0100 or 0.

Note- Be sure your postings are viewable (posted). You may need to exit and re-enter to ensure that your post is viewable for discussion and grading. Credit will not be given for non-viewable posts (grade = 0).

ATI Prep Assignments (0.5%)

Assignments are designed to help prepare for the standardized assessment and other components of CAPP/ATI requirements. Preparatory work may include learning modules, designated quizzes and interactive simulations. Grade will be 100 or 0 based on completion by due date/time. See Assignments document and Blackboard Section for specific assignments.

safeMedicate® Prep Assignments and Modules (0.5%) (Version 2018)

Assignments are designed to help prepare for the Medication Administration Competency Assessment- dosage calculation. Preparatory work may include designated quizzes and/or interactive simulations. safeMedicate® Modules are to be used as the learning platform for successful attainment of competency. Modules and practice quizzes are designed for developing competence for safe drug calculations to help prevent medication administration errors. Grade will be 100 or 0 based on completion by due date/time. See Assignments document and Blackboard Section for specific assignments.

Weekly Late Work with Possible Extension of Due Dates

If a student has an unplanned, unexpected emergency as described for an **excused** exam absence and the student notifies the Lead Teacher prior to the deadline, an extension of the due date will be considered for the following weekly assignments -

1. PrepU Chapter Quizzes
2. vSim Patients
3. Discussion Board Postings
4. Quizzes and Activities in Blackboard
5. ATI & safeMedicate® Prep Assignments

Note- Situations that commonly constitute an excused absence include health care provider documentation of a student's personal illness, illness of child/children, critical illness or death of a close family member, jury duty that cannot be rescheduled, other court or legal circumstances, as well as military commitments. Documentation is required along with notification of the Lead Teacher prior to deadline.

Course Content Exams (N = 4)

Guidelines for Test Taking (See Student Handbook & Communication from Clinical Coordinators/Testing Coordinator)

- **Students must present their UTA student photo ID to take an exam,** unless otherwise designated by Clinical Coordinator in AO BSN Exam Guidelines.

- AO BSN Students are required to wear UTA clinical uniform to take exams that are administered at clinical facility.

- Scantrons are usually provided if a paper/pencil exam is deemed necessary due to on-going technical issues with computer-testing.

- Students are expected to be present and on time for all exams.

- NO CHILDREN MAY BE BROUGHT TO EXAMS. Also, do not leave children unattended in the testing facility.

- Students are expected to follow all guidelines for testing as designated by the Clinical Coordinator and Testing Coordinator.

- No talking between students is allowed during testing.

- All cell phones and pagers must be turned off (not on vibrate) and placed at the front of the room during all exams.

- No food or drink containers with labels will be allowed on desks during testing.

- Purses, backpacks and all class materials are to be placed at the front of the room.

- Only instructor-given materials may be on the desk (answer sheet, scratch paper, etc.)

- Students are expected to keep their eyes on their own computer and not look about the room during exams. The exam proctor may move you to a different seat if this requirement is not followed.

- Head phones may not be used during exams- unless required and approved for exams/assessments. Approved ear plugs are acceptable.

- Baseball caps, hats with brims, etc. must be removed or turned so that the "bill" of the cap is at the back of the head.

- Other appropriate or inappropriate clothing items may be included with exam instructions

from the Clinical Coordinator and/or Testing Coordinator.

- Students are requested to maintain a quiet atmosphere in the hallway or entryway if finished ahead of classmates.

- Please use restroom facilities before the exam.

- Nurse Supply Kit calculators may be used for Exams that have medication dosage calculations.

- Exam security is expected. Do not discuss or post any information about exams.

Non-compliance with these guidelines or discovery of any other methods of dishonesty, such as cheating, will result in disciplinary action and may result in non-credit for the exam or grade of zero, point deduction, and even course failure. A referral may be made to the UTA Office of Community Standards (Office of Student Conduct).

Exam Review and Viewing of Rationales

Computer-Based Exams—Students will be allowed fifteen minutes (15 minutes) to view items and rationales, if available, prior to logging out of the exam session. Review is incorporated into the testing platform and total time. To ensure credit for exam answers, follow computer instructions carefully. Due to technical difficulties, the review of items missed and the rationale may not always be available. Student should contact Lead Teacher for review within 1 week of the exam.

Paper-Pencil Unit/Final Exams will be used only if necessary and as deemed appropriate by Lead Teacher.

Additional Testing Information – Post-Test

- Students have the opportunity to provide feedback regarding exam items. Any written concerns must be emailed to the Lead Teacher within 3 days of the exam for consideration or submitted to the Exam Proctor on the day of the exam. Feedback and concerns are documented on the Request for Item Review form from the Proctor.

- Request for Item Review- A request to consider alternative answers should be backed by textbook references.

- Following exam analysis, the Lead Teacher makes final decision regarding exam items.

- After 3 days following an exam or even at the end of semester/term, the request for consideration or changes due to concerns about exam item(s) is not applicable.

- The Academic Coach and Student Success Coordinator will be available to counsel students who are experiencing difficulty in the course.

- The Lead Teacher and Co-Lead Teacher will be available to assist students who experience difficulty in the course. It is the student's responsibility to contact the Lead Teacher to discuss progress or lack of progress in the course.

- Any student who **makes less than 75% on a unit exam** must contact the Student Success Coordinator.

- Posting of exam grades may be delayed if all students have not tested.

- A review of exams is not available as a study aide. However, a student may contact the Lead Teacher, Co-Lead Teacher and/or Student Success Coordinator to schedule an appointment to review areas of difficulty, even when grade is a passing grade and student needs additional test-taking assistance.

Follow-up feedback regarding exam results or questions regarding exam items from the Lead Teacher may be in the form of email, Webinar, or Post-Exam Notes.

Course Communication

- Discussion board and email are the primary methods of communicating with your Academic Coach and Lead Teachers.
- Students are required to use UTA MyMAV email address- Blackboard email.
- Students are responsible for checking the course site and MyMAV/Blackboard email daily. Any information posted is considered delivered after 24 hours from the posting-**includes checking course Announcements.**
- Students must complete Student Orientation modules prior to the first day of academic term.
- Online communication protocol:
  o Tone of the posting should be professional.
  o No personal messages or announcements on class discussion boards.
  o No political or inappropriate statements are permitted.
  o Be respectful. No critical statements regarding students or faculty will be allowed.

Cell Phones/Texting:

Clinical Instructors will give specific contact information for their clinical groups. Please keep contact information for instructors readily available, such as cell numbers or pagers, in case of emergency or other necessary communication. Some instructors like to be texted and others choose not to communicate by text messages.

It is the student's responsibility to keep a line of communication open in the event of possible traffic problems, lateness to lab/clinical, etc. In the actual patient care setting, you must be in a private area, not seen by patients or families, when using a phone to communicate with faculty. **(Note: You may not use cell phones with timers at the bedside to check pulses. You must have a watch that has a second-hand—not digital.)**

Faculty Responsibilities

Faculty members are responsible for:

- providing an environment conducive to learning.
- facilitating students' learning.
- supporting creative endeavors.

Students are urged to be actively involved in their own process of learning. The teacher functions more as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. Guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook. (Constructivism as a paradigm for teaching and learning (n.d.) retrieved July 11, 2005 from http://www.thirteen.org/edonline/concept2class/constructivism/).

Student Responsibilities

Performance Improvement Plans – A student who is not meeting course requirements-didactic/lecture/exams/lab/clinical may be placed on a plan for improvement. A Performance Improvement Plan documents areas of concern/difficulty and criteria for improvement as well as consequences for failure to meet requirements, including course failure.

The Plan may include additional assignments (no extra credit for grades). Students are expected to take responsibility for being a part of formulation of goals for improvement.

Clinical: Lab and Direct Care

The student is expected to:

- attend lab and direct care (clinical), be on time, and exhibit attentive and respectful non-verbal and verbal behavior. Inappropriate and/or disrespectful comments made to faculty and/or students, including side comments, will not be tolerated in the lab and clinical settings. (See UNDERGRADUATE Student Handbook).

- read assigned text and computer assisted instructional materials, and review other materials as necessary to support comprehension and understanding of course content.

- be responsible for any information presented online.

- inform the instructor of potential need for an emergency telephone call. During lab/clinical, the audio mode of beepers and cell phones must be turned off or on vibrate. Ringing of cellular phones and/or cellular phone conversations/texting during lab/clinical will not be tolerated.

- take responsibility to discuss lack of progress or difficulty in meeting Clinical Objectives with Clinical Instructor.

- submit required clinical assignments on time and according to all criteria.

Additional Guidelines

- NO CHILDREN MAY BE BROUGHT TO LABS/DIRECT CARE. Also, do not leave children unattended in the building/facility.
- Provide your families with class and clinical schedules, as well as telephone numbers of the Site Coordinator and Clinical Instructor in case of an emergency.

- Undergraduate, pre-licensure student nurses must wear their UTACONHI uniform and insignia patch ONLY when in simulation, direct care, or other learning experiences authorized by UTACONHI faculty. Students are to provide nursing care to patients at clinical facilities ONLY when authorized by their Clinical Instructor and when their Clinical Instructor is present on site. Students who provide nursing care to patients when an instructor IS NOT present on site or provide care after the official direct care time frame will receive a FAILING grade for clinical and a course grade of "F".

- Students may NOT wear an employee ID badge during clinical experiences.

Lab

- Students are expected to come to lab prepared and with the required equipment to practice or perform skills. Review content and watch videos before you come to lab. Students who come to lab unprepared, without supplies, and/or are unable to demonstrate assigned skills will be placed on a Performance Improvement Plan and may be instructed to leave lab and allowed to return pending follow-up. Missed time will be counted as an absence.

- Do not practice with invasive equipment on human subjects outside of the clinical venue.

- Follow the dress code as if on patient-care units.

- Lab time may vary from posted time on schedule due to clinical facility situations.

Mannequin and Equipment Care

- Consider all mannequins/practice models as actual patients and treat with respect.
- Any actions that could be considered as vandalism or damaging to equipment and/or mannequin/models will be reasons for possible course failure.

Direct Care Clinical

- Show proof of current immunization, CPR certification and other pre-clinical requirements as described in the UTA Undergraduate Catalog and the College of Nursing Student Handbook by the date prescribed. Non-compliance with these College of Nursing requirements will cause you to be dropped from this course and prevent you from participating in clinical components of your course work. Questions regarding clearance in these matters may be directed to Elizabeth Webb.

- Clinical time may vary from posted time on schedule due to clinical facility situations.

- Students will perform nursing care within the restrictions of both UTA CONHI and the agency including the following:
    - Arrive on time. (See Absence & Tardy policies for clinical)
    - Dress according to UTA Student Nurse Guidelines. Please read the UNDERGRADUATE student handbook requirements carefully and abide by the rules without prompting. Do not wait for an instructor to correct you—be proactive and professional in complying with UTA rules and regulations. (Please arrive to your facility wearing appropriate UTA scrubs even when you will be changing into hospital scrubs in a few minutes.)
    - Sleeping/ appearance of sleeping while in clinical may result in clinical failure.
    - **Do not remove any paperwork from the clinical facility. It should not be necessary to include a patient's initials on written work- such as care plans, journals, etc. Taking patient identifiable information from the facility is a HIPAA violation and will result in a Performance Improvement Plan on the first episode and course failure thereafter. Place all print-outs in proper containers prior to leaving the clinical facility.**
    - Do not hang blood, only observe.
    - Do not take verbal or telephone orders but try to listen to nurses when they call/talk to physicians and other healthcare prescribers.
    - Do not attempt, without appropriate supervision, anything you have not done nor do not feel comfortable doing. Your Clinical Instructor is your first source for supervision. Registered Nurses designated by your Clinical Instructor may serve as "appropriate supervision" depending on circumstances. Please verify your boundaries with your instructor.
    - Occasionally you may be put in a situation where a physician, nurse, or other caregiver asks you to perform a skill that you have not learned or practiced. They may even think you are an upper level nursing student. While such skills may be interesting or exciting, you need to be aware of your position as a student nurse at the foundational level. It is appropriate to say that you are unable to perform a skill at your level of training or defer until you check with your Clinical Instructor.
    - **Do not give/administer any medications without direct supervision of your Clinical Instructor. NEVER.** You must have your instructor with you when you administer medications- or a registered nurse who has been designated by your instructor.
    - When there is an emergency, do not block progress. When things are moving quickly, observe carefully and think critically.

- o Give updates on your patient to your RN. Practice professional communication-use SBAR.
- Students may not:
  - o leave clinical before the scheduled completion time without the permission of the Clinical Instructor.

  - o interview for jobs during clinical times.
  - o use hospital computers for personal business.
  - o initiate or receive personal phone calls or texts during clinical unless it is an emergency. Personal calls may be conducted during meal or break times. Cell phones must be turned off while in clinical unless cleared with Clinical Instructor.
  - o engage in any form of patient contact or patient care prior to the start of official direct care time and not after care time/post-conference. DO NOT GO TO THE HOSPITAL or RETURN TO THE HOSPITAL to provide additional patient care, get more practice, observe a nurse or gather patient data. Your Clinical Instructor must be on-site.

Clinical and Lab Attendance Policy

To meet clinical and lab requirements in a professional nursing program, a student must be in attendance. See Clinical Pass/Fail section for Clinical Failing Behaviors as linked to the Texas Board of Nursing Standards of Professional Practice.

Tardy/Absence Policies for Lab & Direct Care

Attendance is a course requirement in order to meet course objectives and outcomes. Clinical is defined as all experiences contributing to clinical hours including, but not limited to labs, direct patient care and ancillary experiences. Attendance at all clinical activities is required. The student must be in clinical in order to be evaluated on the clinical criteria. The opportunity to apply theory should be used to the maximum. **Scheduling of work hours, personal appointments or travel (except for emergencies) during clinical/lab are unexcused.**

Tardiness

Tardiness is defined as arriving between 5 minutes and one hour after the time due at clinical lab, clinical direct care, or any other scheduled course activity. Usual start time for Lab is 0700 hrs. Usual start time for Direct Care is 0630 hrs. If a student arrives more than one hour after lab or direct care start time, the Clinical Instructor may send the student home with an unexcused absence due to the student being excessively late.

You must speak in person by phone to your clinical instructor if you are going to be tardy. Sending email to notify of a tardy or absence is not acceptable.

- Two tardies will result in a Performance Improvement Plan.
- Three tardies will result in a makeup experience to fulfill the clinical obligations. Minimum scheduled makeup experience is four hours.
- Four tardies may result in course failure.

A **Performance Improvement Plan** is instituted when a student arrives **more than one hour late**. Additionally, students who are late more than one hour may be sent home at the discretion of the Clinical Instructor-- unexcused absence. Tardiness and absences will be considered unprofessional behavior. See course/clinical outcomes.

Absence

The Clinical Instructor must be notified by the student **prior to the start time** of lab or direct

care of any potential for missing the experience or actual absence. Absences are very serious and difficult to make up.

- **You must speak in person by telephone to your Clinical Instructor if you will be absent.**

- All clinical or lab absence, excused or unexcused, will result in a Performance Improvement Plan and the make-up of lost time.

- Two unexcused absences may result in clinical failure.

- More than two excused absences from clinical/lab may result in failure to meet clinical outcomes and jeopardize passing the course.

Absences usually considered as excused include situations for unexpected and unplanned events- personal illness, illness of child/children, critical illness or death of a close family member, court or legal appointments, and military commitments. Scheduled work is not an excused absence situation. Students are expected to make arrangements with employers to attend clinical/clinical lab on assigned days.

Documentation is required to support the excused absence—for example- professional health care provider verification of illness on day of absence as well as release for return; obituary; court summons. Again, for consideration as an excused absence, student must notify Clinical Instructor prior to absence- unless unsafe to do so.

Clinical Instructors will work with the Lead Teacher to determine the method of making up missed clinical/lab. Make-up for clinical/ lab sessions must be approved by the Lead Teacher. Unexcused absences are considered unprofessional behavior. See course/clinical outcomes.

Tardy/Absence Policies for Exams

- Absences for exams may be considered excused or unexcused.
    - Situations that commonly constitute an **excused absence** include personal illness, illness of child/children, critical illness or death of a close family member, jury duty that cannot be rescheduled, other court or legal circumstances, as well as military commitments. These situations include those that are unexpected and unplanned. Documentation is required.
    - Situations that constitute an **unexcused absence** include failure to notify lead teacher of absence; missing an exam for vacation or work time; illness without health care provider verification.
- **If a student must be late or absent for an exam, it is the student's responsibility to notify the Lead Teacher prior to the lateness or absence. The Lead Teacher must be notified in advance (unless not feasible due to circumstance, i.e. car accident).**
- For consideration for an excused absence, student must provide documentation to support the absence (professional health care provider verification of illness; professional health care provider excuse detailing when return to school is allowed, obituary, court summons, etc.). Written verification is required.
- Students are expected to make arrangements with employers to be able to take exams as scheduled. Work scheduled is not an excused absence.
- It is the final decision of the Lead Teacher as to whether an absence is considered excused.
- **Points Deduction**-
    - **Failure to notify the Lead Teacher in advance of not attending an exam will be considered as an unexcused absence and will result in a 20 point deduction from the make-up exam grade.**

- o **Make-up exams for an unexcused absence will result in a 20 point deduction**.

Other Exam Situations

A student who is late for an exam may enter the testing area quietly and begin testing. No extra time will be allowed. However, if another student has completed the exam and left the exam room by the time the student arrives, the late student will not be allowed to test that day and will be required to take the alternative format exam (see "exams missed for unexcused absences"). **Points Deduction**-The penalty for a tardy requiring a makeup is the same as a missed exam for an unapproved absence: 20 points will be deducted from the exam grade.

Make-Up Exams

Approved make-up exams will be given within 1 week of the absence, unless other arrangements are made with Lead Teacher. Make-Up Exams are provided and based upon the situation- excused or unexcused. Make-up exams may also incur point deduction from the exam grade.

Format for makeup exams may differ from regularly scheduled exams. Fewer items may be on the exam and/or the format may differ--short answer, discussion, alternative question format, etc. **Points Deduction**- Twenty (20) points will be deducted from the exam grade for an unexcused absence requiring a make-up exam. Points will be deducted from the exam grade for on-going excused make-up exams.

A pattern of excused exam absences is a serious matter and reflects on professionalism. Penalties will be assessed after the first excused absence.

- Excused Absence Requiring a Make-Up Exam – First Occurrence – No penalty; Second Occurrence – 5 points of makeup; Third Occurrence – 10 points off makeup; Fourth and Subsequent Absences – 20 points off makeup.

Math and Writing

- Instructors (Faculty) may require students to go to the Learning Center for Math and Writing and/or to the Student Success Department for individual assistance. For more information- see Student Handbook and other section on UTA English Writing Center in this document.

Drop Date – AP/AO 14 Week Course

The published Drop Day for AP 14 Week Course with a start date of January 22, 2018 is Friday, March 23 (5 pm or 1700 hrs). (UTA AP Program Web-Site)

Absences/Tardiness Due to Inclement Weather:

Inclement weather closings will be determined by your Clinical Instructor in collaboration with the Lead Teachers and Clinical Coordinator(s). Check status of cancellations by calling your Clinical Instructor. University cancellations may be verified by calling 972-601-2049.

Please keep in mind that your safety is our concern. For clinical and clinical labs, you may be required to travel prior to an official announcement from the University or notification from your Clinical Instructor. Please think carefully and if the weather conditions where you are located are too dangerous for driving, then do not take unnecessary risks. Always contact your Clinical Instructor. Note- When UTA cancels school, ALL labs and direct care clinicals are also cancelled.

Library Information

Peace Williamson, MLS, MS, AHIP
Nursing Liaison Librarian, Central Library
http://www.uta.edu/library/ | peace@uta.edu
Research information on nursing: http://libguides.uta.edu/nursing

Accelerated Online BSN Undergraduate Support/Coordination
Elizabeth Webb, Program Coordinator 1 – AO BSN Program, UTA CONHI
6th Floor Pickard Hall, (817) 272-1237

Professional Conduct on Blackboard and Social Media Sites: The tone of communication in and through Blackboard is to remain professional in nature at all times. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Statements considered inappropriate will be deleted by course faculty. Announcements from student organizations may be posted to the designated level discussion board (not associated with this course).

Students are to refrain from discussing this course, including clinical situations, written assignments, peers, or faculty on all social networking sites such as Facebook, Twitter, etc. Failure to comply with these expectations may result in further action including but not limited to a Performance Improvement Plan.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*, The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the **Office for Students with Disabilities (OSD**). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Illness, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, OSD) www.uta.edu/disability. Telephone number – 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit www.uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX* or contact Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity - UT Arlington Honor Code: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. If any exams are administered in a non-proctored environment, I reserve the right, at any time, to require a student to take or re-take any or all exams in a proctored environment. If I deem this necessary, the student is responsible for making the proctoring arrangements, subject to my approval. This policy applies to any and all assignments required in this course.

Per UT System *Regents' Rule* 50101, §2.2, which states *"Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."* Suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Community Standards. Being found responsible for violating Regents' Rule 50101, §2.2 by the Office of Community standards will result in course failure. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Plagiarism: Copying another student's paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page

number of publication. If the author's <u>ideas</u> are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are encouraged to review the plagiarism module from the UT Arlington Central Library- http://library.uta.edu/plagiarism/index.html. Blackboard Note-Papers are now checked for plagiarism and stored in Blackboard.

Code of Professional Conduct: Nursing students in the UTACONHI are considered to be part of the nursing profession. As members of the profession, students are expected to commit to and maintain high ethical standards. Students are responsible and accountable for their own academic and professional behaviors and the resulting consequences.

Students will demonstrate self-discipline throughout all aspects of their nursing education, including meeting academic responsibilities and exhibiting professional conduct in the classroom and in the community, as outlined in the Texas Nurse Practice Act and Texas State Board of Nursing Policies.

It is each student's responsibility to promote scholastic honesty and professional ethics by actively participating with faculty in maintaining a quality academic environment. Students are expected to guard public safety by immediately reporting to faculty, any incident they observe or are aware of which would allow incompetent, unethical, or illegal practice by another individual. Having knowledge of and failing to report such behaviors constitutes a breach of both academic and professional responsibilities. Refer to the Student Handbook for more information.

Student Support Services Available: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

English Writing Center: The UTA Writing Center, located in the Central Library, offers individual sessions to review assignment and workshops on grammar and specific writing projects. Visit https://uta.mywconline.com/ to register and make appointments. On-line options are available. Please see www.uta.edu/owl for detailed information.

Emergency Exit Procedures: Classroom or Conference Areas- Labs: Should there be an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. Exits vary based on location of facility- locate nearest emergency exit prior to an actual emergency. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals. Please follow hospital facility policies regarding emergency situations.

Campus Carry: Effective August 1, 2016, the Campus Carry Law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

Electronic Communication Policy: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Student Code of Ethics: The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the Student Handbook.

APA Format: *APA* style manual will be used by the UTACONHI with some specific requirements for the undergraduate courses. The sample title page & instructions, as well as a Manuscript Preparation document can be found at:
http://www.uta.edu/nursing/file_download/52/APAFormat.pdf

Classroom Conduct Guidelines: The Faculty of the BSN Program believes that classroom teaching has two goals: the provision of content pertinent to the discipline of nursing and the socialization of students into the professional role. We are committed to providing the curriculum in an atmosphere conducive to student learning and in a manner that will prepare graduates to be successful in the health care workplace. Refer to the Student Handbook for more information.

Testing Environment: Although faculty strives to provide a quiet learning/testing environment there may be noises and distractions in any testing environment that are beyond the control of the exam proctors. If a student feels that the testing environment is unduly noisy or distracting for any reason, it is the responsibility of the student to report this to an exam proctor as soon as possible during the exam so corrective action may be taken. While measures are taken to avoid internet connection disruptions, *Web based testing includes the risk of unexpected/uncontrolled connectivity interruptions. In the event such interruptions occur,* faculty will modify test end time to assure that students have the full scheduled length of time to complete the exam to the extent as possible.

Essential Skills Experience: Each UTACONHI clinical course has a designated set of essential nursing skills. An essential nursing skill is one that is "required" for each student to have instruction on AND either laboratory or clinical experience performing. Experience is defined as "hands on" performance of a skill in a laboratory setting using standardized patients, manikins, human patient

simulators, task trainers, and computer simulation modules or in a clinical setting involving actual patients or communities. Each course syllabus will list the Essential Skills for that specific course. UTA students are required to perform ALL the essential skills for each course in order to obtain a passing grade for the clinical component of the course. Throughout the semester, as part of the clinical evaluation process, clinical instructors will monitor student progress in completing all essential skills. It is the student's responsibility to obtain the required essential skills experiences in a timely manner throughout the semester. Confirmation of completion of skills is documented with the Final Clinical Evaluation.

Clinical Dress Code: The clinical dress code applies to all graduate and undergraduate students of The University of Texas at Arlington College of Nursing and has two primary purposes: To insure that, whenever in the clinical setting, students: 1) represent the nursing profession and UTACONHI in a professional and appropriate manner, and 2) are readily identifiable as students. Students should be identified at all times by wearing their nursing student identification badge/name tag.

Students are to adhere to the dress code any time they present themselves to a clinical agency in the role of nursing student. This includes going to the agency prior to clinical to select a patient, arriving at the agency in street clothes to change into hospital scrubs, and attending post-conference or classroom time at the agency, as well as when attending clinical. Clinical faculty has final judgment on the appropriateness of student attire. Refer to the Student Handbook for more information.

Undergraduate, pre-licensure student nurses should wear their UTACONHI uniform and insignia patch ONLY when in simulation, clinical or other learning experiences authorized by UTACONHI faculty. Students are to provide nursing care to patients at clinical facilities ONLY when authorized by their Clinical Instructor and when their Clinical Instructor and/or preceptor are present on site. Students who provide nursing care to patients when an instructor or preceptor IS NOT present on site will receive a FAILING grade for clinical and a course grade of "F". Note- Clinical Nursing Foundations does not use preceptors in the role of clinical supervision as upper level courses.

OBSERVANCE OF RELIGIOUS HOLY DAYS: Undergraduate Nursing faculty and students shall follow the University policy regarding Observance of Religious Holy Days:

Clinical Attendance When University is Closed: Some programs in the College of Nursing, such as the Academic Partnership Program, may require students to attend clinical on evenings, nights, week-ends, or holidays. Students are expected to attend their assigned clinical rotation as scheduled, even when the University is otherwise closed.

POLICY ON INVASIVE PROCEDURES: *Allowing students to practice invasive skills (e.g., IM, SQ, IV's, NG tubes, intubation) on other students in the learning lab will no longer be used as a teaching strategy. Skills may be practiced on the simulators in the learning lab. Students will be able to perform the skills in the clinical setting under the appropriate faculty or preceptor supervision.*

Award for Student Excellence in Clinical Nursing: This award is for an exceptional student who consistently exceeds the clinical expectations of the course. The student will be honored at an awards ceremony at the end of the semester. Clinical faculty will further discuss the award during the clinical rotation.
Criteria for selection:
- Consistently exceeds clinical performance standards in the application of theoretical concepts, evidence-based practice, and communication (written and verbal).

- Demonstrates exemplary performance in the use of critical thinking and problem solving skills.
- Demonstrates exemplary performance in the application of leadership principles and professionalism.

CLINICAL PASS/FAIL

Clinical Failing Behaviors

Clinical failing behaviors are linked to the Texas Board of Nursing Standards of Professional Practice. Issues related to professional conduct, management of stress, clarification of course, clinical assignment, and/or professional role expectations, may warrant clinical warnings, contracts for remediation, or course failure.

Clinical Failing Behaviors	Matched to NPA
1. Performance is unsafe.	1,2,3,5,6,7,9,10,11,12,13,14
2. Questionable decisions are often made.	1,2,3,4,5,6,7,8,9,10,11,12,13,14
3. Lacks insight into own behaviors and that of others.	1,2,3,4,5,6,8,9,10,11,12,13,14
4. Difficulty in adapting to new ideas/functions.	4,5,6,7,8,9,10,11,13,14
5. Continues to need additional guidance and direction.	1,2,3,5,6,7,8,9,10,11,14

Standards of Professional Nursing Practice (BON 213.27, 217.11, 217.12)

1. Knows rationale for side effects of medications and treatments, and correctly administers same 217.00 (1) (C).
2. Documents nursing care accurately and completely, including signs and symptoms, nursing care rendered medication administration. Contacts health care team concerning significant events in patient health 217.11 (1) (D).
3. Implements a safe environment for patients and/or others, i.e., bed rails up, universal precautions 217.11 (1) (B).
4. Respects client confidentiality 217.11 (1) (E).
5. Accepts assignments commensurate with educational level, preparation, experience and knowledge 217.11(1) (T).
6. Obtains instruction and supervision as necessary when implementing nursing procedures or practices 217.11(1) (H).
7. Notifies the appropriate supervisor when leaving an assignment 217.11(1) (I).
8. Recognizes and maintains professional boundaries of the nurse/patient relationship 217.11(1) (J).
9. Clarifies orders, treatments, that nurse has reason to believe are inaccurate, non-effective or contraindicated 217.11(1) (N).
10. Able to distinguish right from wrong 213.27(b) (2) (A).
11. Able to think and act rationally 213.27(b) (2) (B).
12. Able to keep promises and honor obligations 213.27(b) (2) (C).
13. Accountable for own behavior 213.27(b) (2) (D).
14. Able to promptly and fully self-disclose facts, circumstances, events, errors and omissions when these disclosures will enhance health status of patients or protect patients from unnecessary risk or harm 213.27(b) (2)(G).

Please refer to the Board of Nursing at www.BON.state.tx.us for any additional information regarding the Texas Nursing Practice Act.

Hazardous Exposure to Blood, Blood Products or Body Fluids: Note: The Centers for Disease Control and Prevention recommend that individuals who have been exposed to needle

sticks or to potentially infectious blood, blood products, or body fluids should be evaluated and, when appropriate, have treatment initiated within two hours. Upon sustaining a contaminated needle stick or being exposed to hazardous blood or blood products, the student will:

1. Immediately report the incident to the clinical faculty member and the appropriate person in the clinical agency.
2. Have the wound inspected, cleansed, and dressed.
3. Complete the institutional incident report and follow institutional policy as applicable.
4. Seek medical attention as necessary based on level of exposure.

Please note that all students are responsible for obtaining and maintaining their own health insurance and are responsible for the costs of medical/health care assessment, treatment and follow-up that are not covered by the student's health insurance. Students should be aware of the coverage on their health insurance policy as most may not cover the full cost of required medical treatment and services in the case of a contaminated needle stick or hazardous exposure to blood or blood products.

No Gift Policy: In accordance with Regents Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a "no gift" policy. A donation to the UTA College of Nursing Scholarship Fund would be an appropriate way to recognize a faculty member's contribution to your learning. For information about the Scholarship Fund, please contact office of the Assistant Dean.

The BSN Student Handbook can be found by going to the following link:
 http://www.uta.edu/conhi/academics/nursing-undergrad/bsn/index.php and clicking on the link titled BSN Student Handbook.

Course Schedules

Note- As Lead Teacher, I reserve the right to make adjusts in the schedule to promote achievement of educational and professional-growth needs of students enrolled in this course- Mrs. Washington

Lab & Direct Care Schedule/Rotation – See Individual Group Rotation Grid & Student Lab Guide for learning activities each Lab and Direct Care Day.

Course Schedule(See Blackboard Section)- Includes due dates/times for Lecture Module Assignments, Course Content Exams, CAPP ATI Phases 1 & 2, safeMedicate® Assessment(s), Prep Assignments for safeMedicate® and ATI Assessments, and other course related dates and reminders.

Course Exams (80%)

Required 70% Weighted Exam Average

Exam 1 (18%)	Feb 22	*70 items (Week 5)
Exam 2 (20%)	Mar 15	*70 items (Week 8)
Exam 3 (20%)	Apr 5	*70 items (Week 11)
Final Exam (22%)	Apr 26	*80 items (Week 14) (Comprehensive Exam)
80%	(*approximate number of exam items)	

If the weighted exam average is not at least 70, the remaining course grades (20%) are not calculated and the final course grade will be the grade of the weighted exam average. Example- Pending Overall Course Grade = 72.54 =C; however, Weighted Exam Average = 68.58, then Final Course Grade = D.

Content on Course Exams
- **Exam 1-** Content in Modules 1, 2, 3 & 4
- **Exam 2-** Content in Modules 5, 6 & 7; Nursing Process Module; & Medication Dosage Calculation Items

- **Exam 3-** Content in Modules 8, 9, & 10 and Medication Dosage Calculation Items.
- **Comprehensive Final-** Content in Module 11 and all other Course Content and Medication Dosage Calculation Items
- Number of items per chapter and Exam Blueprint Notes will be posted in Blackboard.
  - Additional Study Resource- Student Success Webinar Reviews (Ms. Shidler)

Subject to adjustment/correction as deemed appropriate and necessary by the Lead Teacher.

Remaining Course Grades (20%)

Comprehensive Assessment & Preparation Program (CAPP) - ATI Assessments, Focused Reviews, Active Learning Templates (Total = 10%)
Phase 1 = 4%
- Apr 13   ATI Practice Assessment A
- Apr 16   Focus Review and Active Learning Templates Completed (If required)

Phase 2 = 6%
- Apr 19   ATI Proctored Assessment *70 items (Week 13)
- Apr 23   Focus Review and Active Learning Templates Completed (If required)
- Apr 30   ATI Practice Assessment B (If required)

Safe Medicate- Medication Administration Competency Assessment (3%)
Safe Medicate Assessment #1 - Thursday, Mar 1
Recorded Grade – Whatever is made on Assessment #1 (3%)
- **Must make at least 90 or higher**
  - Less than 90 on #1, must take Safe Medicate Assessment #2 on Thursday, Mar 8
  - Less than 90 on #2, must take Safe Medicate Assessment #3 on Thursday, Mar 15
  - **If less than 90 on #3, then must withdraw from Foundations course.**

Clinical Assignments (Total = 3.5%)
Graded by your Clinical Instructor. **Due dates/times are set by individual Clinical Instructor.**
- 2 Designated DocuCare Assignments & Care Plans #1 & #2 (1%)
- Care Plan #3 (1%)
- 5 Clinical Journals (1%)
- Teaching Presentation (0.5%)

Prep Assignments for Safe Medicate & ATI
Due on Thursdays by 10 pm- Grace period until 11:59 pm. If submission time is after 11:59 pm on due date, then no credit- grade will be zero (0).

Safe Medicate Prep Assignments (Total = 0.5%)
One of the following 5 Grades will be recorded based on completion and if due date/time met.
- Full Credit- All 4 assignments completed = 100
- 3 assignments completed = 75
- 2 assignments completed = 50
- 1 assignment completed = 25
- Did not complete any of the assignments = 0

Part 1 (0.25%)
For Full Credit, the following four (4) assignments must be completed by Feb 1
1. Foundation Numeracy Assessment (Week 1)
2. Introduction Module (Week 1)
3. Prescription & SI Units Module (Week 2)
4. Tablets & Capsules Module (Week 2)

Part 2 (0.25%)
For Full Credit, the following four (4) assignments must be completed by Feb 15
1. Liquid Medicines Module (Week 3)

2. Injections Module (Week 3)
3. IV Infusions Module (Week 4)
4. Practice Assessment/Exam (Week 4)

Note- **Additional Practice Assessments/Exams** will be provided after Feb 15 for on-going practice- no credit. Credit is provided for assignments completed by Feb 1 and Feb 15.

ATI Prep Assignments (Total = 0.5%)
1. Mar 8   Student Orientation Quiz (0.1%)
2. Mar 15   Nurse Logic – Knowledge & Clinical Judgment Beginner (0.1%)
3. Mar 22   Nurse Logic - Nursing Concepts (0.1%)
4. Mar 29   Learning Systems RN 2.0 – Fundamentals 1 Quiz (0.1%)
5. Apr 5   Learning Systems RN 2.0 – Fundamentals 2 Quiz (0.1%)

Lecture Assignments (Total = 2.5%)
- 5 Topic Quizzes - Blackboard Learning Assignments (0.25%)
- 5 Discussion Posts (0.25%)
- 8 v-Sim Patients (1%)
- 10 PrepU CoursePoint + for Taylor (ebook) (1%)

Lecture Assignments and Content Resources

- **Assignments start at the beginning of the week and for credit, must be completed by the following Tuesday. Assignments are designed to promote on-going learning opportunities for content topics when in Clinical Lab and Clinical Direct Care. Students are encouraged to work on assignments prior to Lab and Direct Care.**
- **Lecture Assignments are due by 10 pm on the designated Tuesday.**
  - **Grace Period – until 11:59 pm. If submission date/time is after 11:59 pm on due date, then no credit. Grade will be zero (0).**
  - **Lecture Assignments are graded and tracked by your Academic Coach.**
  - **Lecture Assignments are "open-book" but some activities/quizzes may be timed and /or set to a target level for credit.**

Target Levels for Credit
- **PrepU**- A Mastery Level of **5** is required for credit
- **vSim Patient Scenarios** – 3 Components are required for credit
  - (1) Pre-Simulation Quiz- completion
  - (2) vSim (actual simulation activity) – 90% or higher
  - (3) Post-Simulation Quiz – 90% or higher

Module	Content Chapters in ( ) are from **Taylor Fundamentals of Nursing, 8th Ed (CoursePoint+)** **Other References** **(1)Saunders NCLEX-RN 7th Ed** **(2)ATI Fundamentals Review Module 9.0**	Discussion Topic and/or name of vSim Patient(s)	Lecture Assignments Includes discussion topic and/or vSim Patient(s)	Tuesday Due Dates
Nursing Process	**Nursing Process** Blended Competencies, Clinical Reasoning, & Processes of Patient-Centered Care (10) Nursing Process (11,	**None**	**No Lecture Assignments** **Content will be on Exam 2 The Nursing Process is incorporated as an underlying framework for**	**N/A**

	12, 13, 14 & 15) ATI Chapters 7 & 8		**patient-centered care.**	
1 Week 1	Values, Ethics & Advocacy (6) Communicator (20) Saunders – Chapter 6- Specific for Ethical Issues ATI Chapters 3 & 32	(1) Discussion on Ethics	(1) Discussion Post(s) (2) Ethics Terms - Quiz (3) Communication Techniques - Quiz (4) Communication Chapter 20- Special Needs - Quiz	By Jan 30
2 Week 2	Asepsis & Infection Control (23) Safety, Security & Emergency Preparedness (26) Saunders – Chapter 16- Specific for Safety & Infection ATI Chapters 10, 11, 12, 13 & 15	(1) vSim- Jared Griffin: Right Total Knee Arthroplasty; MRSA; Infection Control	(1) Jared Griffin (2) Safety Picture – Short Answer (3) Infection Control Pictures – Short Answer (4) PrepU– Chapter 26, Safety, Security & Emergency Preparedness (5) PrepU- Chapter 23 Asepsis & Infection Control	By Feb 6
3 Week 3	Hygiene (30) Skin Integrity & Wound Care (31) Activity (32) Saunders – Chapter 19- Positioning (Mobility; Safety) Saunders – Chapter 46- Specific for Pressure Ulcers ATI Chapters 14, 37, 40 & 55	(1) vSim- Edith Jacobson: Hip Fracture; Body Mechanics & Alignment (2) vSim- Josephine Marrow: Venous Stasis Ulcer; Wound Care	(1) Edith Jacobson (2) Josephine Morrow (3) PrepU- Chapter 30 Hygiene	By Feb 13
4 Week 4	Perioperative Nursing (29) Oxygenation & Perfusion (38) Saunders – Chapter 18- Perioperative Nursing Care Saunders – Chapter 20- Specific for	(1) vSim- Mona Hernandez: Pneumonia; Oxygenation	(1) Mona Hernandez (2) PrepU- Chapter 38 Oxygenation & Perfusion	By Feb 20

	Respiratory Tubes & Chest Tubes ATI Chapter 53			
5 Week 5	Nutrition (35) Part **1** *(Does not include TPN content-- TPN specific content is on Exam 3.)* Urinary Elimination (36) Bowel Elimination(37) Saunders – Chapter 20- Specific for Urinary & GI System Tubes Saunders- Chapter 11- Nutrition ATI Chapters 39, 43, 44, 52 & 54	(1) vSim- Kim Johnson: Paraplegia; Urinary Catherization	(1) Kim Johnson (2) PrepU- Chapter 36 Urinary Elimination (3) PrepU- Chapter 37 Bowel Elimination	By Feb 27
6 Week 6	Documenting, Reporting, Conferring & Using Informatics (16) Medications (28) **Part 1** *(Does not include IVs. IV specific content is on Exam 3. However- IV content is included in PrepU Chapter 28.)* Saunders – Chapter 17- Calculation of Meds (IVs in Module 8) ATI Chapters 5, 46, 47, 48, 50 & 51	(1) Discussion on Nurse Errors	(1) Discussion Post(s) (2) PrepU- Chapter 28 Medications	By Mar 6
7 Week 7	Comfort & Pain Management (34) Sensory Functioning (43) ATI Chapters 41 & 45	(1) vSim- Sara Lin: Emergency Appendectomy; Pain Management (2) vSim- Christopher Parrish: History of Cystic Fibrosis: Enteral Feeding	(1) Sara Lin (2) Christopher Parrish	By Mar 13
8 Week 8	Medications (28) **Part 2** — IV content	(1) vSim- Rashid Ahmed:	(1) Rashid Ahmed (2) PrepU- Chapter 39	By Mar 20

		Dehydration; Hypokalemia	Fluid, Electrolyte, Acid-Base Balance	
	regarding monitoring – complications and other IV management topics Nutrition (35) **Part 2** – TPN content Fluid, Electrolyte, Acid-Base Balance (39) Saunders – Chapters 8, 9 & Lab References in 10- Fluids & Lytes; Acid-Base Balance; Lab References Saunders- Chapters 12, 13 & 14- Parenteral Nutrition; IV Therapy; & Administration of Blood Products ATI Chapters 49, 57 & 58			
9 Week 9	Legal Dimensions of Nursing Practice (7) Teacher & Counselor (21) Nurse Leader, Manager & Care Coordinator (22) Saunders – Chapters 7 & 8 - Specific for Legal Issues and Prioritizing Client Care, etc. ATI Chapters 1, 2, 4, 6 & 9	N/A	(1) PrepU- Chapter 7 Legal Dimensions of Nursing Practice	By Mar 27
10 Week 10	Rest & Sleep (33) Sexuality (44) Spirituality (45) ATI Chapters 34, 35 & 38	**(1)** Discussion on Sexuality - vSim Patient Marvin Hayes – ONLY use the **Patient Introduction Section**	(1) Discussion Post(s) (2) PrepU- Chapter 33 Rest & Sleep	By Apr 3
11 Week 11	Self-Concept (40) Loss, Grief & Dying (42)	(1) Discussion on Reaction to Death	(1) Discussion Post(s)	By Apr 10

	ATI Chapters 33, 34 & 36			
12 Week 12	Debriefing vSim Patients Note- Remaining ATI Chapters 16 – 25: Health Promotion (Lifespan Variables) Chapters 26 – 31: Health Assessment/Data Collection	(1) Discussion on Debriefing	(1) Discussion Post(s)	By Apr 17

Comprehensive Assessment and Preparation Program Procedure

The Comprehensive Assessment and Preparation Program is an evidence-based approach to NCLEX preparation. This procedure details a required comprehensive and consistent implementation plan for courses in the Undergraduate Pre-Licensure Nursing Program. The CAPP consists of Course Content Mastery Assessments (in courses listed below), Comprehensive End-of Program Assessment, and individualized Focused Review based on assessment results. CAPP will be integrated into the following courses:

- **N3632: CLINICAL NURSING FOUNDATIONS**
- **N3481: PSYCHIATRIC MENTAL HEALTH NURSING OF INDIVIDUALS, FAMILIES, AND GROUPS**
- **N4431: NURSING OF CHILDREN AND ADOLESCENTS**
- **N4441: NURSING OF THE CHILDBEARING FAMILY**
- **N3561: NURSING OF ADULTS**
- **N4581: NURSING OF ADULTS WITH COMPLEX NEEDS**
- **N4462: COMMUNITY HEALTH NURSING**
- **N4351: NURSING LEADERSHIP AND MANAGEMENT**
- **N4350: CAPSTONE** (Comprehensive End-of-Program Assessment)

After each proctored assessment, students are categorized into one of four proficiency levels:

LEVEL <1: Scores in the <1 category do not meet minimum expectations for performance in this content area.

LEVEL 1: Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area.

LEVEL 2: Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area.

LEVEL 3: Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area.

CAPP Course Content Mastery Assessment

In each course, the Content Mastery Assessment will count for a total of 10% of the students' course grade and will not be calculated in the weighted exam average. The following grading rubric will be used:

Phase 1: Practice Assessment A

40 points – 4% of course grade
1. Complete Practice Assessment A

2. Focused Review:
  A. If score on **FIRST ATTEMPT** of Practice Assessment A is 75% or greater, focused review is **recommended** prior to Proctored Assessment.
  B. If score on **FIRST ATTEMPT** of Practice Assessment A is less than 75%, then the following are **required:**
    1. Complete Focused Review
    2. Complete and submit Active Learning Templates

NOTE: Students must complete Phase 1 by the due date to receive 40 points. No partial credit will be awarded for incomplete submissions.

Phase 2: Proctored Assessment and Practice Assessment B

Maximum 60 points- 6% of course grade			
Proctored Assessment Proficiency Levels			
Level 3: 60 points	Level 2: 50 points	Level 1: 30 points	< Level 1: 20 points

1. Complete Proctored Assessment
2. **Recommended:** Practice Test B after Focused Review of Proctored Assessment
		1. Complete Proctored Assessment
		2. **Required:**
		  A. Complete Focused Review
		  B. Complete and submit Active Learning Templates
		  C. Practice Assessment B after Focused Review of Proctored Assessment
		3. Students who score less than 70% on their **FIRST ATTEMPT** Practice Assessment B will enroll in 2232. LEARNING PROFESSIONAL NURSING AND LIFE SKILLS.	

NOTE: Students must complete all components of Phase 2 by the due date to receive points. No partial credit will be awarded for incomplete submissions **and students will receive a zero for Phase 2 if all assigned activities are not submitted by the due date**. Students in Proficiency Level 1 or <1 who do not complete Focused Review, Active Learning Templates, and Practice Assessment B prior to course completion date will receive an incomplete (I) in the course and will not progress to the next clinical nursing course until Focused Review, Active Learning Templates, and Practice Assessment B have been completed. A learning contract with a timeline will be provided by the course faculty. *Clinical placement for the following term may not be available in the event that the focused review and Practice Assessment B are not complete by the end of your course. Completing the work during the Incomplete period does not guarantee your clinical placement and may delay your graduation.			

All students enrolled in this course will participate in the Course Content Mastery Assessment, which is a component of the program's Comprehensive Assessment and Preparation Program. The Course Content Mastery Assessment is worth 10% of the total course grade and consists of practice assessments, proctored assessments, focused reviews, and active learning exercises. Assignments are based on students' performance on practice and proctored assessments and students will not receive partial credit for late or incomplete assignments. Any activity submitted after the due date will result in a score of zero for the entire phase. After each proctored assessment, students are categorized into one of four proficiency levels:

LEVEL <1: Scores in the <1 category do not meet minimum expectations for performance in this content area.

LEVEL 1: Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area.

LEVEL 2: Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area.

LEVEL 3: Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area.

Phase 1 of the Course Content Mastery Assessment is worth 4% of the course grade. All students complete Practice Assessment A. Students scoring less than 75% on their **first attempt** of Practice Assessment A will be required to complete the Focused Review and submit all Active Learning Templates.

Phase 2 of the Course Content Mastery Assessment is worth 6% of the course grade. All students complete the Proctored Assessment. Students with proficiency levels of 1 or <1 will complete the Focused Review, submit all Active Learning Templates, then take Practice Assessment B. Students who score less than 70% on their **first attempt** of Practice Assessment B will enroll in NURS 2232: Learning Professional Nursing and Life Skills. Students in Proficiency Level 1 or <1 who do not complete Focused Review, Active Learning Templates, and Practice Assessment B prior to course completion date will receive an incomplete (I) and will not progress to the next clinical nursing course until Focused Review, Active Learning Templates, and Practice Assessment B is complete. Completing coursework during the Incomplete period does not guarantee your clinical placement in the next clinical course. The complete Comprehensive Assessment and Preparation Procedure can be found here:
http://www.uta.edu/conhi/_doc/unurs/capp_procedure.pdf

Accelerated Online BSN Cohort 17 - N3632 -Foundations
Turn in to Clinical Instructor on the first day of Clinical Lab
Clinical Acknowledgment & Honor Code
Reference Documents include- AO N3632 Syllabus; ANA Scope & Standards of Nursing Practice (2015); ANA Code of Ethics for Nurses (2015); Texas Nurse Practice Act & Standards of Nursing Practice

- Final Course Grade as it relates to Final Clinical Evaluation- I am aware that a Final Clinical Evaluation of "unsatisfactory" results in a final course grade of "F". This is a patient safety issue.
- Syllabus- I have reviewed the policies regarding tardiness or absence from clinical/clinical lab.
- I am aware of the requirement to speak to my Clinical Instructor by telephone prior to a situation in which I may be or will be late to clinical/clinical lab or if I will be absent.
- I am aware that I may not administer any medications without <u>direct supervision</u> of my Clinical Instructor or a Registered Nurse **designated** by my Clinical Instructor.
  - o I may FAIL the course if I do not follow this policy.
  - o This is a patient safety issue.   Final Course Grade would be a grade of "F".
- I am aware of the expectation of academic integrity and will adhere to the UTA Honor Code as well as UTA CONHI academic integrity requirements in my course work, which is not limited to and includes clinical assignments, written work, and examinations. Discussing exam questions, sharing of exam questions and using written work from someone else are examples.
- I am aware that UTA CONHI utilizes Safe Assignment Plagiarism Prevention System.
- I am aware that as a BSN Student, I am accountable to professional nursing standards.

My signature below represents my understanding of the information on this form and my intention to abide by the policies of the course. I have had an opportunity to ask questions or to seek clarification and will not hesitate to seek further clarification as needed.

Signature: _____ **Date:** _____

Printed Name_____
                    First   **Last**