COURSE NUMBER :   **NURS 313R**
COURSE TITLE :   **Nursing Care of the Adult Medical-Surgical Patient**
Credits: 7 Credits (Theory 4 credits, Clinical 3 credits)
Prerequisites: NURS 305, NURS 306, NURS 307, NURS 329, NURS 342
Placement in the: 2nd Semester nursing curriculum

NURS 313 Nursing Care of the Adult Medical Surgical Patient						
Course Description: Focus on development of professional, patient-centered care for acutely ill patients. Emphasis is placed on applying sound clinical judgment in the planning, provision, and evaluation of evidence-based nursing care. Clinical experience will occur in acute settings with acutely ill adults. Theory = 4 credits, clinical = 3 credits. **Prerequisites: NURS 305, 306, 307, 329, 342.** 7 credits.						
PROGRAM OUTCOMES	QSEN Competencies	Level 2 OUTCOMES	Course OBJECTIVES	Content/Topic Areas	Learning Activities (Presentation, Groups, case studies etc.)	Evaluation (rubrics, exams etc.)
1. Use emerging patient care technologies and information systems to support safe and effective nursing practice.	Evidenced Based Practice Informatics Safety	1. Recognize the role of information technology in improving patient care outcomes and creating a safe care environment.	1. Use appropriate Internet resources in researching and developing evidence-based practice plans of care.	PARENTERAL FLUID THERAPY HEMATOLOGIC CARDIOVASCULAR PULMONARY GASTROINTESTINAL HEPATOBILIARY RENAL ENDOCRINE MUSCULOSKELETAL & ORTHOPEDIC SURGERIES ONCOLOGY	* Use of PDA for information support in a clinical setting. * Utilized computer charting and PYXIS program at the clinical site. * Share electronic search engine sources such as PUBMED, CINHAL et. al. and share EBP articles obtained during post conference. * Review on computer skills in test taking.	* Requiring interventional nursing research article obtained through internet search engines for Evidenced Based Practice to be incorporated in the Care Plan. * Students utilized PDA with internet capabilities as resource during clinical rotation * Certified each student in computerized Charting program adopted by each hospital during NURS 313 Clinical rotation.

2. Integrate leadership concepts, skills and decision making in the provision of high quality nursing care delivery in a variety of settings.	Quality Improvement Safety Teamwork and Collaboration	2. Demonstrate individual accountability for decision making in patient care delivery.	2. Participate in the decision making process involving moral/ethical issues in nursing while supporting the integrity and autonomy of the patient, regardless of the consequences of patient/ family choices.		*Case Studies during Lecture. * Use of Conceptual approach in teaching. * Concept mapping during lecture. * Use of Simulation scenario. * Mini Debate or exchange of rationale. discussion during clinical post conference.	*Examination questions with multiple choice selection requiring prioritization of care. * Class discussion and mini debate on ethical, legal issues as a response during class case study. * Student participation in giving rationale during review questions. * Post conference discussion related to patient scenario involving safety in nursing care. * HESI
3. Apply knowledge of healthcare policy, finance and regulatory environments, including local, state, national and global healthcare trends in nursing practice.	Patient Centered Care Safety	3. Examine the impact of socio-cultural, economic, legal and political factors, influencing health care delivery and practice.	3. Assume professional responsibility and accountability through reflection on experience for own nursing practice.		* Use of Simulation scenarios. *Case Studies. * Group discussion.	* Allow students to participate in class discussion related to current policy and changes regulation governing nursing practice. * Inspection and evaluation of student's adherence to proper uniform during clinical. * Inclusion of examination questions that would involve consideration of patients, socioeconomic status, insurance source and how it affects nursing care.

4. Integrate professional values, attitudes, knowledge, and behaviors into nursing practice.	Patient Centered Care Teamwork and Collaboration	4. Employ the professional standards of moral, ethical, and legal conduct.	4. Use problem solving strategies and caring behaviors to support patient care decisions.		* Class discussions. * Small group works. * Simulation scenarios. * Role Playing.	* Discussion Board * Class Discussions. *Exams * HESI * Post conference.
5. Demonstrate principles of bioethics and sound clinical judgment in the planning, provision, and evaluation of evidence-based nursing care at the individual, group, and community levels.	Evidenced-Based Practice Patient Centered Care	5. Demonstrate the ability to search the primary nursing literature as the first step in knowledge transformation process of the current paradigm for evidence-based practice.	5. Develop and implement plans of care and evaluate patient outcomes using theory, evidence-based practice and interdisciplinary resources.		* Class discussions * Small group work. * Simulation scenarios. * Role Playing. * Small group discussion about genetic influence in nursing care and ethical considerations in clinical judgment while utilizing the nursing process.	* Daily Care Plan during clinical rotation. * Submission of EBP research articles. * Discussion Board. * Class Discussions. *Exams *HESI * Post conference.
6. Apply principles that enhance safety for patients and health care providers through both individual performance and system effectiveness.	Patient Centered Care Quality Improvement Safety	6. Demonstrate safe nursing care behaviors that protect self, individual, groups, and community.	6. Demonstrate safe nursing care of the medical-surgical patient with acute illness.		* Class discussions. * Practice nursing skill at the skills lab. * Small group work. * Simulation scenarios. * Role Playing.	* Daily Care Plan during clinical rotation. * Submission of EBP research articles. * Discussion Board. * Class discussions. *Exams *HESI * Post conference.
7. Demonstrate effective inter- and intra-professional communication and collaboration for improving patient outcomes.	Patient Centered Care Quality Improvement Safety	7. Employ effective inter- and intra-professional communication skills.	7. Use effective communication techniques with the medical surgical patient and members of the health care team.		*Dedicated Education Unit model during clinical rotation. * Class discussions * Practice nursing skill at the skills lab. * Small group debates.	*Daily Care Plan during clinical rotation. * Submission of EBP research articles. * Discussion Board. * Class Discussion *Exams * HESI * Post conference

					* Simulation scenarios. * Role Playing.	
8. Use clinical prevention strategies to promote health and prevent disease across the life span at the individual and population levels.	Evidenced-Based Practice Patient Centered Care	8. Participate in clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity.	8. Initiate effective and appropriate clinical decision making in planning, organizing, providing and monitoring the care of medical-surgical patients.		* Dedicated Education Unit model during clinical rotation * Class discussions * Practice nursing skill at the skills lab. * Small group debates * Simulation scenario * Role Playing	* Daily Care Plan during clinical rotation. * Submission of EBP research articles * Discussion Board * Class Discussion *Exams * HESI * Post conference

REQUIRED/RECOMMENDED MATERIALS

Required textbooks:

Lewis, S.L., Bucher, L., Heitkemper, M.M., Harding, M.M., (2017). *Medical Surgical Nursing: Assessment and Management of Clinical Problems* (10th ed.). St. Louis, Missouri: Elsevier, Inc.

Ackley, B., Ladwig, G., (2010). Nursing Diagnosis Handbook An Evidence-Based Guide to Planning Care (9th Ed.). Mosby, Inc.

 ** *Student must have current drug handbook & medical dictionary*

Recommended textbooks:

Daniels, J. M., & Smith, L. M. (2005). *Clinical calculations* (5th ed.). Florence, KY: Cengage Learning.

Schuster, P. M. (2008). *Concept mapping: A critical-thinking approach to care planning* (2nd ed.). Philadelphia: F.A Davis.

Smith, S. F., Duell, D. J., Martin, B. C. (2008). *Clinical nursing skills: Basic to advanced skills* (6th ed.). Upper Saddle River, NV: Prentice Hall.

Math Resource:
http://www.edgt.com/

TEACHING/LEARNING METHODS

Lecture, class discussions, case studies/critical thinking and clinical judgement exercises, use of power point & i-clickers, and exams will be used to aid student achievement of class and course objectives.

The course will also utilize mix approach teaching strategies such as flip classroom teaching, voice over power point and clinical decision making case study and discussions to complement theory contents to enhance clinical judgement skills. This can be carried thought an in-person class participation or can be remotely facilitated via available technologies with an "in-classroom" discussions to facilitate clinical judgement skills.

Theory Content
This course is a Web Campus supported course and all course modules/information packets are on the course website. The course may be accessed using your student number and password on the Web Campus login page. You are required to check the course calendar, mailbox, and bulletin board daily for vital course information. The student must have a current UNLV email address, additional email addresses will not be used to communicate with the student. This course may be accessed from any campus computer lab or from any computer with the technology specifications that support Web Campus (see Web Campus login page for specifications or tech support).

GRADING SCALE
Numerical value on assignments will be carried out to two decimal places. The point value will not be increased to the next highest number, for example 79.99% will not be rounded off to become 80%.

100 – 93 = A	87 – 83 = B	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

COURSE REQUIREMENTS AND GRADE COMPUTATION

Course Evaluation: Grading (points / no. of items x%)

METHOD	Percent of grade
Exam I	17%
Exam II (10 % from Exam 1)	17%
Exam III (20 %From Exam 1 and 2)	17%
Exam IV Comprehensive Exam (From previous topics plus 20 % from new materials not previously tested)	20%
Quizzes (3 Quizzes of 3% each)	9%
HESI Exam (FINAL Exam.)	15%
Math Test	5%
TOTAL:	100%

Examinations:
Each exam will cover the preceding materials as a progressive cumulative Exams. Exams will be administered using computer based or/and scantron, pencil and paper format. Lecture material and textbook readings will be used for exam questions. All exams are closed book. Exams I-IV and quizzes may consist of multiple choice, matching, true/false, short essay, or fill in the blank type of questions that will measure clinical judgment abilities of the student in clinical scenario. The length of time for each exam and quizzes will vary at the instructor's discretion. **A weighted average of at least 75% on all course examinations and quizzes** (excluding Math test) **is required for the student to pass the course.** If a grade of below 75% is achieved on the examinations, the score received on the exams will be the grade recorded for the class. For example, if the student earns an average of 69% on the exams, the grade recorded will be D+. Students who achieve a weighted average grade of 75% or above on the

course exams (75% rule) will receive a grade which reflects all of the course evaluation data utilized to calculate the course grade as designated in the course syllabus.

During exams you will be required to place all belongings to the side of the classroom. You are allowed to have pencils and the exam materials on your desk. It is at the discretion of the instructor to allow food or beverages (labels of any containers should be removed if applicable). **Phones are not allowed in the classroom during exams**. You will be asked to place your phones and any electronic gadgets capable of taking images, at the front of the class until you complete your exam. Any student who is found to have a phone/electronic gadgets on them will be asked to leave and will receive an F for the exam. *Anyone found, observed or suspected of taking images of the examination during or after the examination, or during review will **FAIL** the course.*

Students are expected to take the examinations at the time scheduled. If a student is unable to take the scheduled examination **because of illness or other imperative reasons** (beyond their control) the instructor must be notified (by email or phone) <u>at least 24 hours in advance of the exam time</u> and an adequate documentation must be provided (ie. a note from a licensed health care provider if the absence is due to illness). If the above requirements are met, a make-up examination may be granted, but the make-up examination date will generally not be more than three days after the original examination date. If less than 24 hour notice or/and no adequate documentation are **NOT** provided, a make-up examination will *NOT* be granted and a grade of **ZERO** on the exam will be assigned if the student does not take the exam on the original scheduled date and time. Examination will *NOT* be given to those students who come to class 15 minutes late.

Any student who receives less than a 75% on a quiz/exam will be required to meet with the course faculty to review content. In addition, the student will be required to meet with the Student Success Facilitator for a test analysis process. Failure to meet with the course faculty or Student Success Facilitator will be noted in e-value.

Math Examination: **(Given on the First WEEK of Clinical Rotation)**
There will be a Math exam to be administered by your clinical instructors. Dedicated Education Unit (DEU) groups will take the exam on the 1st clinical day after the computer class. The student ***must obtain 100%*** to pass the Math exam. There will only be 1 (one) math retest. If the student receives a ***less than 100%*** score on the math retest, the student will fail the course. The first score will be used for the course grade calculation. For your math preparation, please access the EDGT math preparedness program at: <u>http://www.edgt.com/</u> (you may need to log in). Use the access code given to you from NURS 305. Please review Module 3 and 4 for IV computation and practice by answering the quizzes.
During Math Exam, Please write your answers including 2 decimals and do NOT round off.

HESI Testing:
Standardized exams prepared by Health Education Systems, Inc. (HESI) are administered throughout the nursing program as a means to promote and assess student learning, and to assist students prepare for the NCLEX. The schedule of HESI exams is posted each semester on the bulletin board (outside BHS 420) and on Web Campus. Scores earned on the HESI exams are used as a percentage of the course grade as indicated in the respective course syllabus. Selected areas will have practice exams released prior to the HESI exam. <u>The actual scheduled HESI test will be given in a monitored setting and the score will be used as part of the course grade.</u>
HESI test for Medical-Surgical is scheduled tentatively on **Dec 17, 2019 at 8 am**. Please refer to Fall, 2019. HESI Testing Schedule for more information and changes. The HESI test score will count for 15% of the course grade and given as the FINAL Exam of the course. Grades will be calculated based on the HESI "conversion score" scale.
For students who do not receive a minimum score of 850 on the HESI, remediation is strongly encouraged. These students are also required to set up an appointment with their faculty advisors prior to the second week of the start of the next semester.

Exam Review:
Exams will not be returned but can be reviewed during office hours. Due to conservation of time, tests may be reviewed by making an appointment for review and is to be done on an individual basis with theory instructor. Please see scheduled faculty office hours for scheduling exam review. *Note taking and copying of exam questions are NOT allowed during exam review. No electronic device is allowed to be in the room where the examination review is conducted. Any student who is found to have a phone or any electronic device capable to taking images on them will be asked to leave and will receive an F for the exam. Anyone found, observed or suspected of taking images of the examination during review will* **FAIL** *the course.*
Students may only have one opportunity to review each exam (i.e. you will not be able to review it multiple times). For Web Campus Based Exams, students need to review the exam at the end of test taking. This one time review must be done immediately after the exam. Each exam will be available for review for a minimum of <u>two weeks</u>. The grades will be calculated according to UNLV School of Nursing criteria. If an examination uses a scantron, the students' entry in the scantron is considered final and will be the bases for grading the examination.

CLINICAL PERFORMANCE

Clinical Assignment Policy:
Each student will be given an assignment the day before the clinical. Students will be expected to review patient's chart and be **FULLY** prepared for the clinical the next day. This includes being familiar with physical assessment skills, procedures, pathophysiology, pertinent lab values, medications actions, side effects, and nursing implications for administration, etc., for the assigned patient(s).

Clinical Performance: To include Data collection, Identification of Stressors, Stress Response, Appropriate Nursing Research Article supporting nursing interventions or diagnosis, Assessment Techniques, Verbal Communication, Medication Administration, and Critical Thinking Application to Practice, Answering Clinical Questions, and completion of daily clinical preparation worksheet, including EBP (Evidence Based Practice Paper).Another alternative to constructing a Nursing Care Plan could be the use of Concept Mapping: Nursing students face a great need to understand the larger questions and problems of their chosen field. Unless there is understanding, students may only commit unassimilated data to short-term memory and no meaningful learning will occur. Meaningful learning is most likely to occur when information is presented in a potentially meaningful way and the learner is encouraged to anchor new ideas with the establishment of links between old and new material (All & Havens, 1997). Concept mapping is an effective teaching method for promoting critical thinking and is an excellent way to evaluate students' critical thinking because it is a visual representation of a student's thinking. All clinical papers should be on APA format.

Clinical Requirements:

1. Clinical weekly worksheets and Nursing Care Plan (refer to Clinical Syllabus) done very clinical week day, initiated during prep. day and a completed draft (except for the assessment section and the evaluation portion of the care plan) available in a hard copy on the morning of each clinical day.
2. Three concept maps (1 done as a group work and 2 done individually).
3. Three articles along with the concept maps.
4. Pass the math calculation Exam given during the 1st week. No Medication pass unless student passed the math exam at 100 %.
5. Daily CDI evaluation
6. Attend all post conferences scheduled after each clinical day.

Critical Questions (Concept Map):
What is the central word, concept, research question or problem around which to build the map?
What are the concepts, items, descriptive words or telling questions that can be associated with the concept, topic, research question or problem?
(Suggestions: Use a top down approach, working from general to specific or use a free association approach by brainstorming nodes and then develop links and relationships. Use different colors and shapes for nodes and links to identify different types of information. Use different shapes to designate the central idea versus the peripheral association of ideas or concepts).

Clinical Content: To include collection of data, assessment techniques, charting, and documentation, Medication administration, selected treatments (as assigned) and overall clinical skills, and critical thinking decisions.

The following are <u>guidelines</u> for the concept map for clinical:
Include the student's objective for the day:
Include the patient outcomes (2) for the day:
Include the medications, actions, side effects, and nursing interventions associated with the medications to be administered.
Include the critical questions on the concept map.
Clinical performance will be evaluated on a daily basis using NURS 313R objectives.
Clinical Competence will be graded on a scale of 1 - 3. Receiving a numerical value of 1 indicates passing. Receiving a numerical value of 2 indicates not passing. *Receiving a numerical rating of 2 consecutively for three or more weeks will result in the student receiving an academic warning with documentation of performance areas needing improvement.* Receiving a numerical value of 3 indicates not applicable. Assessment of clinical competence is based on achievement of the stated course objectives. The clinical portion of the course is graded on a pass/fail basis. The clinical portion of the
NURS 313R course is an integral component of the course, if the student does not complete the clinical portion of NURS 313R course, a grade of "F" will be recorded for course.

Critical Skills:
1. Providing nursing care Cardiac Cath. Pre/Post.
2. Providing nursing care Peritoneal/Hemodialysis .
3. Providing nursing care Tracheostomy & Chest Tube/Pleural Drainage.
4. Aseptic technique – Dressing change, post op wound care.
5. Assessment of patient(s) and correct documentation of the assessment findings.
6. Maintenance and Initiation of Intravenous Therapy and IV piggybacks.
7. Maintenance of Nasogastric or Gastrostomy tube and tube feedings and medication administration and care of a patient with enteral intubation.
8. Pharmacology knowledge – Intravenous medication administration and calculation of medications, verbalizing actions, side effects, and performance of specific interventions associated with the medications.
9. Communication either verbally or written formats, including primary staff RN, ancillary personnel, medical staff, and nursing faculty.
10. Professional standards and conduct.

<u>Every attempt</u> will be made to ensure that the clinical experience correlates with the theory content. Students shall practice in clinical areas with supervision of the clinical instructor and agency staff facilitators. Students are assigned to the care of acutely ill adults requiring secondary prevention. During the course the student will experience a wide variety of complex patient stressors. Lunch can be conducted between 11:30 – 12:30 as appropriate. Post conference should be conducted between 14:45– 15:30 for traditional group. DEU group will have a separate schedule for Post Conference to be conducted on another day of the week to be scheduled by each CFC.

Practice Area is Medical Surgical Units or Intermediate Step down units. **The practice area of ICU and ER is NOT recommended.**

Students must pass <u>all</u> components of the clinical, all critical skills to pass the clinical component.
A failure in either theory or clinical will constitute a course failure.

CLINICAL POLICIES

The student is responsible for reviewing the student handbook for the School of Nursing and the UNLV Undergraduate Catalog. All policies within these publications will be adhered to throughout the BSN program.

Such factors as progression in skills, organization, safe practice in medication administration and documentation in charting will be evaluated in the clinical component. If a student is having difficulty, the instructor will help the student identify areas of concern and provide an opportunity for remediation. If after remediation, the student cannot competently perform, as judged by the instructor, the student will fail. Failure may result if:

1. The student is involved in unsafe clinical practice, dishonesty or in unprofessional behavior. The student may be asked to leave the unit, with immediate dismissal and failure in the course. Documentation of this event is according to policy and procedure.
2. Failure to prepare for clinical experiences (i.e. assessments, competencies in clinical practice or not informing instructor that student has not done procedures before) will result in the student being sent home, which is considered an absence.
3. Delinquent assignments, (SEE BELOW) Instructor cannot be expected to give adequate feedback to a student regarding progress if assignments are overdue. It is the instructor's prerogative to give an unsatisfactory grade to delinquent assignments. Five points will be deducted daily for late assignments.
4. Failure to pass the objectives of the course, satisfactorily.

Clinical Teaching Strategies:
Students practice in clinical areas with supervision of the clinical instructor and agency staff facilitators. Students are assigned to the care of critically ill adults requiring acute and critical care nursing. Students participate in case study discussions, clinical conferences, and presentations. Required reading will be assigned to support lecture material. **The assigned text materials are to be read prior to the class session. Course case studies will be completed prior to lecture.**

Clinical Absence Policy:
Attendance is mandatory in all courses with a clinical component. Due to the limited clinical time available each semester and the amount of material to be covered, attendance is mandatory. Plan to attend each clinical assignment as scheduled. Students are expected to follow the course and clinical syllabi and to come prepared for each clinical day. The clinical instructor should be notified at least by 5:30 am should the student be absent from clinical. **Missed clinical days will be made up at the discretion of the instructor dependent on faculty availability, site availability, and/or appropriateness of situation for student to attend.**
1. **Tardiness:** arriving any time beyond the expected designated clinical start time.
    i. First occurrence of tardiness will result in a clinical contract
        1. Student will not be automatically sent home, unless appropriate (i.e. student not prepared for clinical, not dressed in appropriate attire, not physically or mentally able to provide patient care)
    ii. Second occurrence of tardiness in the same clinical will result in failure of that clinical.

2. **No Call/No Show:** no prior notification to the clinical instructor of tardiness or absence prior to assigned clinical shift.
    i. One (1) No Call/No Show will result in a clinical failure.
3. **Absence:** any missed clinical day.

Two (2) missed clinical days will result in a failure of the clinical course.
Failure to notify instructor of absence of clinical will result in failure in the course.

Confidentiality:
An important part of nursing ethics is maintaining the patients' confidentiality. Therefore, written work submitted to the instructor must never contain the patient's full name. The exception to this standard will be the home visit. Patient's problems must not be discussed with family or friends. If the Department ascertains that a patient's confidentiality has been violated, the student violating the confidences will be subject to disciplinary action.

Basic Cardiac Life Support:
Please be advised that all students who enroll in clinical course at UNLV School of Nursing will be required to show proof of certification in Basic Cardiac Life Support by the first day of scheduled classes each semester. If, at this time, you have not obtained certification, you will not be allowed to attend the first scheduled acute care clinical day.

Professional Liability Insurance:
Although not presently required by the School of Nursing, the faculty strongly recommends to students that they purchase Professional Liability Insurance. A list of companies is available in the department office or may be obtained through the Student Nurse's Association in the School of Nursing.

Dress Code:
1. Student's uniforms or scrubs **must be red** and will be worn during orientation and on all units. Name tags will be mandatory during clinical experiences. Uniforms or scrubs must be clean and in good repair.

2. Shoes **MUST** be white and clean at all times. No open toes or clogs. Nursing shoes are required with scrubs.
3. Nametags must be worn at all times. ID's given by the institution **MUST** be worn when in the building. Picking up assignment the day before, the student will wear a white lab coat and nametag; no short shorts will be worn.
4. Hair must be clean and well groomed. Long hair will be secured. Fingernails must be clean and short and personal hygiene must not be offensive.
5. Make-up must be muted and in good taste.
6. Students are responsible for their own jewelry. Watches must have a second-hand and will be removed when necessary. Earrings and jewelry with stones may be worn at student's own risk. Avoid wearing large brooches or pins on uniforms or scrubs.

7. Students **MUST** bring their own **stethoscope, scissors, hemostat, pocket calculator, black and red pens, penlight, tape measure, black sharpie, and pencil**. **Articles not available for clinical will result in dismissal from clinical. All beepers and cell phones are to be left off and not in possession during clinical time.**

SCHOOL OF NURSING POLICIES

Course Repeat Policy:
If the student receives less than a C in a class and it is the first occurrence of receiving a grade less than a C in a course with a nursing prefix, the student will be allowed to repeat the nursing course. The student will be required to renegotiate the nursing program contract and will be replaced in the needed course at the next opportunity that class space is available.

If the student fails an additional course with the NUR prefix (in the same semester or in later semesters) the student will be dismissed from the Department. Failure is defined as any grade below a C and may be either an earned grade or a grade resulting from failure to withdraw from the class. Reinstatement to the baccalaureate program will require approval of the

Classroom Policies/Rules:
It is the faculty member's discretion and prerogative to determine what is and is not acceptable behavior in his or her classroom (see *expectations of students on pg. 6*). Also, classroom occupants are at the discretion of the instructor (per UNLV General Counsel).

Bringing Children to Class:
Neither students, nor faculty, shall bring babies or small children into the classroom or clinical practice area. Having babies and children in the classroom is disruptive, even when the visitors are quiet. Faculty do not wish to be placed in a position in which they must deny individual students the opportunity to attend class if they bring babies or children. Thus, students should make prior alternative arrangements for appropriate child care.

Expectations of Students:
Students are responsible for their own learning. Good study skills will be required to learn the large amount of in-depth information covered in this course. Studying the night before the exam will not help you do well in this course. Students are expected to show courtesy toward others in the classroom. Appropriate behavior during class is required. Inappropriate behaviors will not be tolerated. Students participating in inappropriate behavior such as disruptive noise while class is in progress (ie. talking or giggling in class during lecture), disrespectful remarks to other students or faculty, use of profanity, will be asked to leave the classroom. Beeper's and cell phones can be disruptive to the class, please leave them at home or they must be set on vibrate or silent (if you must bring them into the classroom, leave the class room if you have emergency calls). No cell phones allowed during examination.

Class attendance:
Classroom attendance is important to academic achievement and professional development. Since nursing is a practice discipline, safe performance requires that learning in theory class be transferred to clinical decision making. Only illness or emergencies will be considered valid reasons for class absence. Students are expected to participate in class discussions.

In addition to the above expectations:
Before class, the student will:
1. Read and comprehend the assigned readings, utilizing class outlines from Web Campus
2. Review anatomy and physiology content necessary for clarity of assignment
3. Prepare questions for class if unsure of any content

During class the student will:
1. Clarify any content or procedure that is unclear
2. Ask questions to more fully understand process or content regarding the topic
3. Participate in discussions and interactive exercises to increase understanding

<u>After class,</u> the student will:
1. Review course content and discriminate between important concepts related to course and clinical objectives

Expectations of Faculty:
The role of the faculty member is that of facilitator and mentor. Faculty can be expected to:
1. Provide guidelines for expected course outcomes and required course work
2. Prioritize course information and clarify concepts
3. Establish criteria for quality work and provide feedback to students
4. Encourage students to think critically
5. Provide a variety of learning opportunities and resources

Evaluation
Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and a professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

<div align="center">Evaluation of Instruction Questions
Delivered on-line by the UNLV Evaluation & Assessment Center</div>

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. THE COURSE OBJECTIVES WERE CLEAR.
6. MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.
7. THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.
8. THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font:
Learning Ratings
ASSESSMENT RATINGS
Instruction Ratings

<div align="center">**UNIVERSITY POLICIES**</div>

Academic Misconduct
Academic integrity is a legitimate concern for every member of the Campus community: we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resources Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy. Which defines, "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond he student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website: http://guides.libary.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.

Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all course work for the course.

The policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competition. Academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

HESI Exam and EAQ

To be eligible to sit for any HESI exam, the minimum mastery level as designated by the course instructor must be achieved on the EAQ in all assigned areas. For NURS 313 R, students MUST achieve LEVEL 1 for EAQ 1,2,3 and 4 and achieve LEVEL 2 for EAQ 5,6,7 and 8.

Schedule of EAQ Due Dates

Achieve LEVEL 1				Achieve LEVEL 2			
EAQ 1	EAQ 2	EAQ 3	EAQ 4	EAQ 5	EAQ 6	EAQ 7	EAQ 8
Due 9/23	Due 10/7	Due 10/15	Due 10/22	Due 11/5	Due 11/25	Due 12/2	Due 12/16

NURS 313R Topic Outline

Week	Date	Topic	Readings
1	9/9	COURSE and CLINICAL ORIENTATION (Overview, Test taking and Concept Mapping, and Expectations)	*Note: Chapters in Blue is about the Assessment readings for the concept.* = *Genetic readings* BIOETHICS = *Case studies with Ethical Issues*
	9/10	**PARENTERAL FLUID THERAPY** • **Disturbance in Fluid and Electrolytes** • **Types of IV Solutions**	Lewis Chapter 16
2	9/16	**PARENTERAL FLUID THERAPY (cont.)** **Continue Lecture Discussion**	Lewis Chapter 16
	9/17	**HEMATOLOGIC** • Anemias: Thalassemia & Megaloblastic	Lewis Chapter 29, 30 p. 611
3	9/23 EAQ 1	**CARDIOVASCULAR** **•Coronary Artery Disease (VOPP)** **•Angina Pectoris (VOPP)** **•Myocardial Infarction (VOPP)** **(CHF overview as complication)**	Lewis Chapters 31, 33, 34 pp. 664, 704, 738 Bioethics p. 754

Week	Date	Topic	Readings
	9/24	**CARDIOVASCULAR (cont.)** **QUIZ 1 (3%)** **Topics: Parental Fluid Therapy &** **Hematologic**	Lewis Chapters 31, 33, 34 pp. 664, 704, 738 **BIOETHICS** p. 754
4	9/30	**CARDIOVASCULAR (cont.)** • **Valvular Heart Diseases** • **Valve Replacement** • **Vascular Disorders (Aortic Aneurysms)**	Lewis Chapter 31, 36 **BIOETHICS** p. 794
	10/1	**CARDIOVASCULAR (cont.)** • **Dysrhythmias** • **Basic ECG**	Lewis Chapter 31, 35
5	10/7 EAQ 2	**PULMONARY** • **Pleural Effusion** • **Pneumothorax** • **Chest Tube / Pleural Drainage** • **Pulmonary Tuberculosis (TB)** • **Tracheotomy**	Lewis Chapter 25, 26, 27 **BIOETHICS** p. 510
	10/8	**EXAM 1 (17%)** **Topics:** *** Parenteral Fluid Therapy** *** Hematologic** *** Cardiovascular** **(CAD/AP/MI/CHF/Valvular/ARRTHYMIA)**	
6	10/14	**Pulmonary Lecture Continue**	Lewis Chapter 25, 26, 27 **BIOETHICS** p. 510

Week	Date	Topic	Readings
	10/15 EAQ 3	**GASTROINTESTINAL** • Hiatal Hernia • Gastritis • PUD • Diverticulitis • Inflammatory Bowel Disease **QUIZ 2 (3%) Topics:** Cardiovascular & Pulmonary	Lewis Chapters 38, 41, 42 p. 944
7	10/21	**Cont. GI Lecture**	
	10/22 EAQ 4	**HEPATOBILIARY** • Viral Hepatitis • Cholecysistitis • Cholelithiasis • Pancreatitis	Lewis Chapter 38, 43 **BIOETHICS** p. 995
8	10/28	**EXAM 2 (17%)** **Topics:** *** Cardiovascular (VALVULAR/VASCULAR)** *** Pulmonary * Gastrointestinal**	
	10/29	**RENAL** • Pyelonephritis • Glomerulonephritis Urinary Diversions	Lewis Chapter 44, 45
9	11/4	**RENAL** • Chronic renal failure • Peritoneal Dialysis (PD) Hemodialysis (HD)	Lewis Chapter 44, 46 **BIOETHICS** p. 1097
	11/5 EAQ 5	**ENDOCRINE** • Diabetes Mellitus (Overview) • DKA / HHNS	Lewis Chapter 47, 48 p. 1122 **BIOETHICS** p. 1153
10	11/11	**HOLIDAY** **No Classes Veterans Day**	

Week	Date	Topic	Readings
	11/12	**ENDOCRINE (cont.)** • Cushing Syndrome • Addison's Disease • Pheocromocytoma	Lewis Chapter 47, 49
11	11/18	**ENDOCRINE (cont.)** • SIADH • Diabetes Insipidus	Lewis Chapter 47, 49
	11/19	**MUSCULOSKELETAL & ORTHOPEDIC SURGERIES** • Osteomyelitis • Amputation QUIZ 3 (3%) Topics: Hepatobiliary & Renal & Endocrine	Lewis Chapters 61, 62, 63
12	11/25 EAQ 6	**MUSCULOSKELETAL & ORTHOPEDIC SURGERIES (cont.)** • Fractures	Lewis Chapters 61, 62,63 **BIOETHICS** p. 1482
	11/26	**EXAM 3 (17%)** **Topics:** *** Hepatobilliary** *** Renal Disorders** *** Endocrine Disorders**	
13	12/2 EAQ 7	**MUSCULOSKELETAL & ORTHOPEDIC SURGERIES (cont.)** • Patient in Cast • Patient with Fixators • Patient with Traction	Lewis Chapters 63,64
	12/3	**ONCOLOGY** • Lung Cancer • GI Cancer • Liver Cancer • Pancreatic Cancer	Lewis Chapters 27, 42, 43
14	12/9	**"Class Activity"** **Disease Specific Role Playing Simulation Experience**	Make Sure you sign up for this Activity. Signup sheet will be posted outside my office.

Week	Date	Topic	Readings
	12/10	**EXAM 4 <u>COMPREHENSIVE</u> EXAM (20%)** **(previous topics presented in class [80%] plus Musculoskeletal & Oncology [20 %] of the test items)**	
15	12/16 EAQ 8	**STUDY DAY**	
	Tuesday 12/17	**FINAL EXAMINATION (15%)** **(HESI)**	BHS 132 8-9:30 am Bring your Lap Top & Earphones

Note: EAQ in **GREEN** indicates that students must achieve a minimum mastery of LEVEL 1, and EAQ in BLUE indicates an achievement of minimum mastery of LEVEL 2 is needed to take the HESI Exam.

Schedule of Clinical Activities
DEU UMC 1500
Fall 2019

Wednesday Group: Ericka Yelle
EBP Session 10/22/19 1:30 pm-2:30 pm BSH 133

Date	Time	Activity	Location	Skills
9/9	8 am	Orientation	BSH 133	Clinical Paper Orientation
9/11	7:30 am	Scavenger Hunt, Unit Orientation Oncology Presentation	UMC 1500	Hospital Orientation UMC, Meet at Main Lobby Park at Simulation Center and walk across to UMC
TBA	1:00pm 5:00 pm	Skills Lab.B	Shadow Lane Campus	** Skills Practice • IV insertion (Check off to be schedule during open lab, need 1 successful attempt) • Primary line • Secondary line
10/23	1:00- 5:00 pm	Skills Lab	Shadow Lane Sim. Center	Code Team/ CPR, review My Role in A Code from YouTube Simulation Scenarios
	8:00-12 noon	Simulation	Shadow Lane Lab	NGT Placement PICC line Dressing Change Chest Tube Care Blood Transfusion

Thursday Group: Ericka Yelle
EBP Session 10/22/19 1:30 pm-2:30 pm BSH 133

Date	Time	Activity	Location	Skills
9/9	8-10am	Orientation/	BSH 132	Clinical Paper Orientation
9/12	7:30 am	Scavenger Hunt Unit Orientation Oncology Presentaion	UMC 1500	Hospital Orientation UMC, Meet at Main Lobby Park at Simulation Center and walk across to UMC
TBA	1:00-5:00 pm	Classroom 3	Shadow Lane Campus	** Skills Practice • IV insertion (Check off to be schedule during open lab, need 1 successful attempt) • Primary line • Secondary line
10/24	1:00-5:00 pm	Skills Lab	Shadow lane Sim. Center	Code Team/ CPR, review My Role in A Code from You Tube Simulation Scenarios
	8:00-12:00 noon	Simulation	Shadowlane Lab (Ward)	NGT Placement PICC line Dressing Change Chest Tube Care Blood Transfusion

Summerlin DEU Clinical Groups

Wednesday Group A: Alena Grewal
EBP Session 10/22/19 1:30 pm-2:30 pm BSH 133

Date	Time	Activity	Location	Skills
9/9	8-10am	Orientation/	BSH 131	Clinical Paper Orientaion /
9/11	3:00-5:00 pm	Scavenger Hunt Math Review	Summerlin Hospital	Hospital Orientation, 4 West, Meet at Main Lobby (Park at Parking structure by ER at 4th Floor roof top)
TBA	8-12 noon	Skills Lab. B	Shadow Lane Campus	** Skills Practice • IV insertion (Check off to be schedule during open lab, need 1 successful attempt) • Primary line • Secondary line
Friday 11/1 No Clinical on Wed. 10/30	1:00-5:00 pm	Simulation	Shadow Lane Sim. Center	Code Team/ CPR, review My Role in A Code from You Tube Simulation Scenarios
	8:00-12:00 nonn	Skills Lab	Shadow Lane Lab	NGT Placement PICC line Dressing Change Chest Tube Care Blood Transfusion

• **CERNER Training at Summerlin Hospital Computer Lab during your first clinical day.**

Wednesday Group B : Alena Grewal
EBP Session 10/22/19 1:30 pm-2:30 pm BSH 133

Date	Time	Activity	Location	Skills
9/9	8-10 am	Orientation	BSH 132	Clinical Paper Orientation /
9/11	3:00-5:00 pm	Scavenger Hunt Math Review (1/7)	Summerlin Hospital	Hospital Orientation, 4 West, Meet at Main Lobby (Park at Parking structure by ER at 4th Floor roof top)
TBA	8-12 noon	Skills Lab. B	Shadow Lane Campus	** Skills Practice • IV insertion (Check off to be schedule during open lab, need 1 successful attempt) • Primary line • Secondary line
10/30	1:00-5:00 PM	Skills Lab	Shadow Lane Sim. Center	Code Team/ CPR, review My Role in A Code from You Tube Simulation Scenarios
	8:00-12:00	Simulation	Shadow Lane Lab	NGT Placement PICC line Dressing Change Chest Tube Care Blood Transfusion

• **CERNER Training at Summerlin Hospital Computer Lab during your first clinical day.**

Thursday Group A : Alena Grewal
EBP Session 10/22/19 1:30 pm-2:30 pm BSH 133

Date	Time	Activity	Location	Skills
9/9	8-10am	Orientation/	BSH 132	Clinical Paper Orientation /
9/12	3:00-5:00 pm	Scavenger Hunt Math Review	Summerlin Hospital	Hospital Orientation, 4 West, Meet at Main Lobby (Park at Parking structure by ER at 4th Floor roof top)
TBA	8:00-12:00 noon	Skills Lab. B	Shadow Lane Campus	** Skills Practice • IV insertion (Check off to be schedule during open lab, need 1 successful attempt) • Primary line • Secondary line
Thursday 10/31	1:00-5:00pm	Simulation	Shadow Lane Sim. Center	Code Team/ CPR, review My Role in A Code from You Tube Simulation Scenarios
	8:00-12:00 noon	Skills Lab	Shadow Lane Lab (Ward)	NGT Placement PICC line Dressing Change Chest Tube Care Blood Transfusion

• **CERNER Training at Summerlin Hospital Computer Lab during your first clinical day.**

Thursday Group B : Alena Grewal
EBP Session 10/22/19 1:30 pm-2:30 pm BSH 133

Date	Time	Activity	Location	Skills
9/9	8-10 am	Orientation/	BSH 132	Clinical Paper Orientation /
9/12	3:00-5:00 pm	Scavenger Hunt Math Review (1/7)	Summerlin Hospital	Hospital Orientation, 4 West, Meet at Main Lobby (Park at Parking structure by ER at 4th Floor roof top)
TBA	8:00-12:00	Skills Lab.	Shadow Lane Campus	** Skills Practice • IV insertion (Check off to be schedule during open lab, need 1 successful attempt) • Primary line • Secondary line
Friday 11/8 No Clinical 10/31	1:00-5:00 pm	Simulation	Shadow Lane Sim. Center	Code Team/ CPR, review My Role in A Code from You Tube Simulation Scenarios
	8:00-12:00 noon	Skills Lab	Shadow Lane Lab	NGT Placement PICC line Dressing Change Chest Tube Care Blood Transfusion

• **CERNER Training at Summerlin Hospital Computer Lab during your first clinical day.**

Valley Hospital Traditional Clinical Groups

Wednesday Group : Amber Wojciechowicz
EBP Session 10/22/19 1:30 pm-2:30 pm BSH 133

Date	Time	Activity	Location	Skills
9/9	8-10 am	Orientation	BSH 132	Clinical Paper Orientation /
9/11	8:00 am	Scavenger Hunt Math Review	Valley Hospital	<mark>COMPUTER Training TBA</mark>
TBA	1-5pm	Skills Lab. B	Shadow Lane Campus	** Skills Practice • IV insertion (Check off to be schedule during open lab, need 1 successful attempt) • Primary line • Secondary line
10/30	8:00-12:00 noon	Skills Lab	Shadowlane Sim. Center	Code Team/ CPR, review <u>My Role in A Code</u> from You Tube Simulation Scenarios
	1:00-5:00 pm	Simulation	Shadowlane Lab	NGT Placement PICC line Dressing Change Chest Tube Care Blood Transfusion

NOTE :
All students should read in advance the skills to be covered for that day as scheduled. You may use your Laboratory skills from previous semester. Search for Role in a Code in You Tube to familiarize yourself.

NOTE: Simulation time and Lab time will be on the same day, please refer to Level Calendar.