

Successful completion of both courses awards five (5) credit hours – NURS 3423 is comprised of three (3) lecture hours per week and NURS 3422 requires six (6) clinical hours per week to earn two (2) credit hours.

Placement

Second semester of junior year (BSN)

Learning Experiences

Lecture, discussion, audiovisual aids, assigned readings, and clinical experiences.

Student Learning Outcome

- Students will administer medications using techniques that ensure patient safety. [Assessment method: 90% of the Math for Nurses questions included on exams in NURS 3423/3422 Family Health Nursing Care I will have a level of difficulty of at least 0.8 (80% correct).] 90% of students will correctly answer 80% of MFN questions on exams.
- Students will demonstrate critical thinking and clinical judgment by applying evidence-based nursing to ensure safe, high-quality patient care in a variety of healthcare settings. (Assessment Method: Score at least 75% on the Comprehensive Care Plan Assignment in NURS 3423 Family Health Nursing I. (Target: 90%) (Measurement tool: Comprehensive Care Plan Assignment Rubric). 90% of students will score at least 75% for the comprehensive care plan assignment.

AACN Essentials

For further information regarding the American Association of Colleges of Nursing (AACN) Essentials identified for each course objective, refer to the BSN Student Handbook.

DEC Competencies

In the Differentiated Essential Competencies (DECs) noted below, the following designations apply I: Member of Profession; II: Provider of Patient-Centered Care; III: Patient Safety Advocate; and IV: Member of the Health Care Team. For further information regarding the competencies identified for each course objective, refer to the BSN Handbook.

NCLEX Test plan

https://www.ncsbn.org/public-files/2023_RN_Test%20Plan_English_FINAL.pdf

Course Objectives

Upon Completion of this course the student will be able to:

| Course Objectives | AACN Essentials | DEC Competencies |
|--|--|---|
| 1. Apply professional knowledge and theories to the nursing care of persons and families throughout the lifespan. | 1.1b, 1.2a, 1.3a, 1.3b 3.1a, 3.1b, 3.1c, 3.6d, 3.6e 4.2a, 4.2c 5.1a, 5.1b, 5.1c, 5.2d 6.1a, 6.1b 7.3a 8.1c, 8.2a, 8.2c | I: A, B II: A, B, C, D, E, F, G III: A, B, C, D IV: A, B, C, D |
| 2. Integrate effective communication, research, and teaching-learning principles in providing care for persons and their families. | 2.1a, 2.1b, 2.1c, 2.2b, 2.2c, 2.2f, 2.3g 6.1a, 6.1b, 6.1c, 6.1e, 6.1f, 6.2c, 6.3a, 6.3b, 6.3c 9.1c, 9.2a, 9.2b, 9.2f, 9.2g | I: A, B II: A, B, C, D, E, F, G III: A, B, D IV: A, B, C, D |
| 3. Utilize the nursing process in a systematic | 1.1b, 1.2a, 1.3a 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, | I: A, B II: A, B, C, D, E, F, G |

| | | |
|---|---|--|
| manner in the care of IFGC. | 2.4a, 2.4b, 2.4c, 2.4d, 2.5c, 2.5d, 2.5e, 2.6a, 2.6d, 2.7a, 2.7b, 2.8a, 2.8c, 2.8d, 2.9d, 2.9f 5.1c 7.3a 8.1a, 8.1b, 8.1c, 8.3a, 8.3b, 8.3c, 8.4a, 8.4b, 8.4c | III: A, B, C, D IV: A, B, C |
| 4. Utilize nursing knowledge when implementing affective, cognitive, and psychomotor nursing skills. | 1.3a, 1.3b 2.1a, 2.1b, 2.1c, 2.2a, 2.2b, 2.2c, 2.2e 4.1a, 4.2a, 4.2c 5.1a, 5.1b, 5.1c 9.2b, 9.2f | I: A, B II: A, B, C III: A IV: E |
| 5. Relate knowledge of higher education concepts in health to identify nursing interventions. | 4.2a, 4.2c 5.1a, 5.1b, 5.1c 6.1a, 6.1b, 6.1c, 6.3a, 6.3b, 6.3c | II: A, B, C III: A |
| 6. Demonstrate professional accountability in providing holistic care in a variety of settings. | 4.2a, 4.2c 5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f, 5.3d 6.1a, 6.1b, 6.1e, 6.1f, 6.3c 9.3c, 9.3d, 9.4b, 9.4c, 9.5a, 9.5b, 9.5c, 9.5d, 9.5e 10.1b, 10.2a, 10.2b | I: A, B II: A, B, C III: A, B, C, D IV: A, B, E |
| 7. Implement nursing interventions with individuals and their families who present for nursing care. | 1.3a, 1.3b 2.1a, 2.1b, 2.1c, 2.2a, 2.2b, 2.2c, 2.2e 4.1a, 4.2a, 4.2c 5.1a, 5.1b, 5.1c 9.2b, 9.2f | I: A, B II: D, E III: A, B, D |
| 8. Examine the legal and ethical issues related to the care of individuals and their families in a variety of settings. | 3.1i, 3.2a, 3.2c, 3.3a, 3.3b 4.2a, 4.2b 6.1a, 6.1b, 6.1e, 6.1f, 6.2c, 6.3c 8.5a, 8.5c, 8.5e 9.1a, 9.1b, 9.1e, 9.1f, 9.1g | I: A, B II: E III: A, B, C, D IV: B |
| 9. Discuss the evolution of social, cultural, and historical aspects of health care and their influences on family health in nursing. | 1.1a, 1.1b, 1.1c, 1.1d, 1.2a, 1.2d, 1.2e, 1.3a, 1.3b, 1.3c 2.1a, 2.1b, 2.1c, 2.2a, 2.2b, 2.2c, 2.2e, 2.4d, 2.5g, 2.8b, 2.8c, 2.8d, 2.9d 3.1a, 3.1g, 3.2c, 3.4b 6.1a, 6.1b, 6.1d, 6.4a, 6.4b, 6.4d 7.2b, 7.2d, 7.3a 8.1a, 8.1c 9.1a, 9.1b, 9.1c, 9.1d, 9.1e, 9.1f, 9.1g, 9.2a, 9.2b, 9.2c, | II: B, E |

| | | |
|--|---|--|
| | 9.2d, 9.2e, 9.3c, 9.3g, 9.5c, 9.5e, 9.6a, 9.6c | |
|--|---|--|

These course objectives will be applied to studies in the following areas:

The musculoskeletal system, gastrointestinal system and other related organs, the endocrine system, fluid electrolyte balance, acid-base balance, urinary system, and burns.

Grading Scale

| Letter Grade | Numerical Grade |
|--------------|-----------------|
| A | 90-100 |
| B | 80-89 |
| C | 74-79 |
| D | 65-73 |
| F | ≤ 64 |
| | |

Required Textbooks/Materials

Hinkle, J. L. & Cheever, K. H. (2022). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing*, 16th ed. Philadelphia, PA: Lippincott Williams & Wilkins.
ISBN 13: 978-1-9752-7442-9

CoursePoint+ Your CLASS CODE is: 1TD13VLV69W

Lippincott DocuCare Enhanced

ISBN: 978-1-9752-4331-9

Students will receive section login information after clinical groups have been established.

Lippincott Dosage Calculation

ISBN: 978-1-9752-8538-8

COURSE ID: 1UYWYBGZRW6

Below is the direct link to purchasing the Lippincott course materials.

<https://linkprotect.cudasvc.com/url?a=https%3a%2f%2flippincottdirect.lww.com%2fNursingEducation-MidwesternStateUniversityWichitaFalls-Spring2026&c=E,1,VNyGUr343eqHZvI9URCqKHfMnfeJz63XRZqA7NB4wA0iaF8LhcEvu2AXAKsvUGpZo1QtW3uherg2D4qsAeeEku0j-Z4DGKXeo5OTFagiTvrCJeJR&typo=1>

ATI Testing

Purchase access through the Mustang Marketplace

MyClinical Exchange subscription

My Clinical Exchange account is utilized for hospital orientation and clinical scheduling. You must be fully compliant with CastleBranch and My Clinical Exchange prior to attending clinicals at UR. My Clinical Exchange (MyCE) is a compliance and scheduling platform used by United Regional Hospital. The hospital requires students to create an account in My Clinical Exchange. You will complete your hospital clinical orientation through MyCE. There is a fee for this platform. Each student is responsible for paying for this platform and completing the UR orientation packet by Monday February 2, at 1700. Students who are non-compliant with this course/clinical requirement will not be allowed to attend clinicals at UR. Attached is a link to register for My Clinical Exchange.

<https://myclinicalexchange.com/schoollogin>

Technology Requirements

- You must have a device that meets the WSON technology requirements. For further information, see the student handbook.
- <https://msutexas.edu/academics/hs2/nursing/bsn/bsn-handbook-2019-2020-final.pdf>

Nursing Central Resources

- Phone App. You should have these resources from previous semesters.

Examplify (ExamSoft)

- Exam takers are required to download the test-taking software, Examplify, prior to the first exam. Please review the Examplify Minimum System Requirements (MSRs), found on the ExamSoft® website

MSU and BSN Student Handbooks: Students are responsible for reading, understanding, and complying with the policies stated in these publications.

Evaluation Methods

The final course grades will be calculated in the following manner:

| Course Evaluation | Content | Weight |
|--|-----------------------------------|--------|
| Exam: Unit I | Metabolism/Endocrine System | 11% |
| Exam: Unit II | Fluid Regulation & GU Elimination | 11% |
| Exam: Unit III | Gastrointestinal System | 11% |
| Exam: Unit IV | Musculoskeletal System | 11% |
| ATI Fundamentals Exams and remediations | Fundamentals | 10% |
| Weekly discussion boards/self-reflections | Comprehensive | 6% |
| PrepU quizzes, & MFN quizzes | Comprehensive | 5% |
| Attendance & Participation in classroom activities | Comprehensive | 5% |
| Clinical component | Comprehensive | 30% |
| Total | | 100% |

| Clinical Component Evaluation | Content | Weight |
|-------------------------------|---------|--------|
|-------------------------------|---------|--------|

| | | |
|---|--|----------------------------|
| Present, prepared, participated, and professional evaluation per experience. (4 Ps clinical grading rubric below in clinical course requirements) | Lab and acute care clinical experiences 4 pts per clinical week | 15% |
| Comprehensive Care Plan | Comprehensive-5-part assignment completed over the semester | 20% |
| I PASS hand-off report D2L Video | 2 assignments based on United Regional clinical experiences | 5% 2.5 % per assignment |
| Objective Structured Clinical Examination (OSCE) | Focused assessments, safe medications administration, clinical reasoning | 30% |
| Medication and dosage calculation exam | Medication list provided, Math for Nurses (MFN) | 30% |
| Total | | 100% |

There will be NO rounding up of any grades!

Course Requirements

1. Students must complete all the components of the course to pass.
2. Classroom and clinical performances (on campus, in the Skills lab, in the Simulation Center and/or patient clinical experiences) will be evaluated. Students are expected to pass both clinical and classroom components of the course. Failure in either one will constitute failure in the course.

Passing Standards

Students must score at least a 74% average on the classroom exams by the end of the course. If students score less than a 74% average on the classroom exams, the actual exam average earned will be the final course and clinical grade at the end of the semester. No other grades from course assignments will be included in the final course grade.

Clinical Requirement

Students are required to score at least an 85% clinical grade average within the course. The clinical grade average will be a component of your course grade.

Less than 85% clinical grade average, results in a failure of the course. Students who fail clinical will receive an "F" as the course and clinical grade.

Course Attendance

Students are encouraged to attend all lectures. Students may be dropped from the course for excessive absences per university policy. For this course, excessive absences are more than four (4) absences during the semester. Attendance records may be maintained throughout the semester. Students must be present in the classroom during class sessions to be eligible to take weekly quizzes and participate in course activities. No arrangements will be made for missed classroom activities. No points will be awarded for missed quizzes or classroom activities.

Attendance & Participation in classroom activities

The course policies are built on evidence-based strategies that support student success and help ensure you gain the knowledge and skills needed to practice as a safe and competent nurse. Attendance and participation points are one of these strategies.

Research consistently shows that students who are present in class and actively engaged in discussions and activities perform better—both on exams and in clinical settings. For each class session attended, a student will earn 1 point. For each class session attended and participated in actively, a student will earn an additional point. Each session will be worth a maximum of 2 points. Because these points are tied directly to being in the classroom and participating in real-time learning, they can only be earned through actual attendance.

For that reason, absences—while sometimes unavoidable—cannot be considered “excused” for the purpose of awarding attendance and participation points. If you are not present, you will not be granted the points for the missed class session. Use of cell phones or laptops unrelated to completion of classroom activities will result in forfeiture of participation points. All students are expected to contribute to group activities and participate in discussions and debriefing activities to receive participation points. Attendance and participation will contribute 5% to the total course grade. Missing class for any reason will result in 0 points for attendance and participation for that missed session.

Here are three peer-reviewed / academic references supporting the link between class attendance/participation and student academic success,

Branson, M. et al. (2016). Impact of Attendance on Academic Performance in Prenursing Students. Nurse Educator. This study found a positive association between attendance and final course grades ($r = 0.54$, $p < .001$). LWW Journals+1

Zhu, L., Huang, E., Defazio, J., & Hook, S. (2019). Impact of the Stringency of Attendance Policies on Class Attendance/Participation and Course Grades. Journal of the Scholarship of Teaching and Learning. Their results suggest that stricter attendance/participation policies correlate with better attendance — and that absences are negatively correlated with final course grades. ERIC

Kassarnig, V., Bjerre-Nielsen, A., Mones, E., Lehmann, S., & Lassen, D. D. (2017). Class attendance, peer similarity, and academic performance in a large field study. This large-scale study demonstrated that consistent class attendance is a strong predictor of higher academic performance. PubMed+1

Remediation Policy for classroom quizzes

Students will complete classroom quizzes over assigned content and dosage calculation/medication administration. Each quiz will be worth 10 points and contribute to 5% of the total grade for the course.

Upon completion of the quiz, the students will have the opportunity to review their results. It is recommended that students remediate any missed questions to ensure a complete understanding of the content. If no remediation is completed, the score from the quiz will be entered into the grade book. If a student wishes to receive full credit, even missed questions, the student will complete remediation for all missed items in the following manner.

1. The student will review the content and concepts tested for each missed quiz question.
2. For each missed quiz question, the student will hand-write an explanation of why the correct answer is correct and why the student's incorrect answer choice was incorrect. Failure to include either part will result in not receiving credit for remediation submission.
3. The student will bring this handwritten remediation to the course instructor at the next class session or to Dr. Witherspoon's or Professor Harris' office within 1 week of the quiz by no later than 1700. Remediation may not be submitted via email.

4. To receive full credit, the student must remediate EVERY missed question and must submit it in writing within 1 week. Failure to meet these criteria will result in the student receiving the original grade for the quiz as the official grade in the grade book.

References

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. American Association of Colleges of Nursing.

<https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf> AACN

Olsen, J. M. (2022). Evidence-based strategies for standardized exam remediation in nursing education. *Nurse Education Practice*, 66, Article 103589.

<https://www.sciencedirect.com/science/article/pii/S1557308722000531> ScienceDirect

Hassan, E. M. G. (2023). Addressing academic challenges: A quasi-experimental study on the effect of a remedial exam strategy for nursing students. *Belitung Nursing Journal*, 9(4), 369–376.

<https://doi.org/10.33546/bnj.2699> PMC

Exams

EXAM POLICIES

- It is recommended that you check for system updates for your computer/tablet/iPad prior to the exam date and complete all updates. Systems that are pending updates may not function properly and delay you starting the exam on time. No accommodation will be made for slow internet connections or delayed start due to individual computer/tablet/iPad issues.
- You must download the exams prior to **1200 on the Mondays** of an exam as the download window will close then. No student will be allowed to download the exams after that time.
- When you enter TURN OFF your phone and smart watch--if any phone or smart watch makes any noise or vibrates during the exam that student will lose 10 points on the exam. Additionally, when you enter place all your belongings at the front of the room except a pen/pencil for use during the exam and a personal drink. If I see a student with a phone OR a smart watch after the exam begins, that student will receive a **ZERO** on the exam.
- The test administrator (Professor/Instructor or proxy) will NOT answer any questions once the exam has begun. If a student feels that a question contains errors, they should answer the questions as best they can and complete the exam. After each exam, the Professor/Instructor will conduct test analysis to determine if any questions contained errors and will adjust the exam as indicated by the analysis.
- You will be provided with a scratch sheet of paper with the passcode for the exam. You may write notes or complete math calculations on this paper as you wish. This paper will be submitted at the conclusion of the exam. You may begin the exam as soon as you receive the scratch paper with the exam password, but regardless of the time any individual student starts, the unit exam will end at 1420.
- When you complete your exam, you must turn in the scratch paper and show the upload screen on your computer screen, close your computer, and exit the classroom.

- You may not leave the exam area except for an emergency, and you may be accompanied by a faculty member. It is recommended that you attend to personal needs prior to the start of the exam.
- A total of 80 minutes will be provided to complete each unit exam on the laptop computer/iPad.
- Each unit exam will be comprised of 45 multiple choice questions and five fill-in-the-blank Math for Nurses/dosage calculation problems. Each exam will be worth a total of 100 points. All exams will be cumulative, and students will be expected to retain knowledge from all previous courses and exams.
- All exams will be administered using Exam Soft and Exemplify on students' personal laptop computers. Exam Soft will provide students with user IDs, initial passwords, and instructions on how to load Exemplify. Students must maintain ready access to user IDs and passwords on exam days. If these access codes are not available for use, the student runs the risk of not taking an exam and earning the grade of "0." It is the student's responsibility to perform any required software updates prior to taking any exam. A calculator will be accessible through the Exam Soft test during each examination.
- There will be no backward navigation for exams.
- If a student is to be absent from an exam, he/she must notify the course instructor at least two hours prior to the exam. Failure to comply with this policy will result in a "0" for the exam. Students will be required to provide documentation for emergency situations that require missing a scheduled examination. Make-up exams will be constructed differently from the unit test, to include case-study patient scenarios, matching, true/false, and short or long answer questions. The make-up exams will test over the same content and concepts as the scheduled unit examinations. Make-up exams will be administered on scheduled make-up dates. See course calendar for dates and times.
- During computer testing, a drop-down calculator is available for use if calculations are required. The use of programmable calculators, statistical calculators and calculators stored on personal data assistant devices or cell phones are NOT allowed. Cell phones and smart watches or other similar devices MUST be turned OFF and maintained away from the student/testing area during exams. If any student's cell phone rings or vibrates during an exam that student will lose 10 points on the exam. If the instructor sees any student with their cell phone or Smart Watch during an exam, that student will receive a zero on the exam. In addition, sharing a calculator or password sheets or any other material with another student is NOT allowed. Failure to comply will be viewed as academic dishonesty and students will receive a zero (0) for the test.

EXAM REVIEW

- Following each examination, the Professor will conduct a test item analysis and make any indicated adjustments to overall test questions.
- After item analysis and test review the Professor will release the examination strengths and opportunities reports to all test takers. This report will be available via the ExamSoft platform.
- The report will contain only information on the test items each individual student missed on the exam including the content area for the question, listed under "rationale."
- It is recommended that students utilize this information to study specific content areas in

preparation for future examinations and future courses in the nursing program.

- Under no circumstances will the instructor discuss specific questions from the exams. If, after reviewing the exam report and reviewing the named content/concepts, the student does not understand the content/concepts, he or she is encouraged to make an appointment to meet with the Professor during regular office hours or at an agreed upon time. However, students must seek this appointment within 5 business days of the examination (Examinations are scheduled on Mondays and exam review appointments must be scheduled by the next Monday)

EXAM REMEDIATION REQUIREMENTS

To support safe clinical practice and promote mastery of essential nursing knowledge, exam remediation is required for any student who earns a score below 74% on an exam. A score of 74% represents the minimum level of cognitive competency necessary for progression in this course.

Remediation is a required learning activity, not a punitive measure. It is designed to help students identify knowledge gaps, strengthen clinical reasoning, and apply corrective strategies to future assessments and clinical situations.

Successful completion of the assigned remediation is required to remain in good academic standing within the course. While remediation does not change the original exam score, it is intended to promote long-term learning, improve subsequent performance, and ensure readiness for safe patient care.

This policy aligns with evidence-based educational practices demonstrating that early identification of learning deficits and structured remediation improve student success, support clinical judgment development, and enhance patient safety outcomes. As nursing students transition toward professional practice, taking responsibility for addressing areas of weakness is a critical component of competency-based nursing education. Supporting references provided below.

Policy and Protocol: FHI Exam Remediation for Undergraduate Nursing Students

Purpose

To promote academic success and mastery of course content by providing structured support and accountability for students who demonstrate a need for remediation following low exam performance.

Scope

This policy applies to all undergraduate nursing students enrolled in FHI within The Wilson School of Nursing who score a 74% or below on any course examination.

Policy Statement

Students who receive a score of 74% or below on any examination are required to complete an exam remediation process. This process is designed to identify gaps in knowledge, provide targeted support, and promote improvement on future assessments.

Remediation Protocol

Notification of Requirement

Faculty will notify students of their requirement to remediate within 24 hours of the release of exam grades.

Remediation Timeline

Remediation must be completed within one week (7 calendar days) of the exam date unless prior arrangements are approved by the course faculty due to extenuating circumstances.

Remediation Steps

a. Item Analysis

Students will be provided with access to each exam report following instructor item analysis and finalization of grade results. This access will be via ExamSoft. The report will include information of the content/concept for each missed question including the question title and rationale. Due to need for question security, the student will not have access to the question-and-answer choices. The student must review each incorrect content/concept and complete remediation, which includes handwritten:

- The question topic/concept
- Rationale for the correct answer
- Explanation of why the student chose the incorrect answer
- Explanation of how the student's understanding has improved from this review of the content/concept missed
- Reference(s) from course material (e.g., textbook, lecture notes) supporting the correct answer

b. Faculty Meeting

The student is required to schedule and attend a one-on-one meeting with one of the course professors to:

- Review their remediation form and clarify content/concepts
- Discuss learning strategies
- Identify academic or personal barriers
- Develop a personalized study plan for future success

Documentation

The completed remediation must be presented to the professor before or during the scheduled meeting.

A copy of the personalized study plan will be kept in the student's academic file.

Non-Compliance

Failure to complete the remediation requirements within the designated timeframe may result in:

- A professionalism citation
- An academic warning
- Referral to the Nursing Student Success Program
- Potential impact on progression within the nursing program

Faculty Responsibilities

- Notify students of the remediation requirement promptly.
- Offer timely availability for individual remediation meetings.
- Collaborate with the student to develop a personalized, evidence-based study plan.
- Monitor progress and provide follow-up support as needed.

Student Responsibilities

- Acknowledge the remediation requirements and adhere to deadlines.
- Engage in honest self-assessment and complete the remediation form thoroughly.
- Prepare for and attend the required faculty meeting.
- Implement and follow through on the agreed-upon study plan.

Review and Updates

This policy will be reviewed annually by the Undergraduate Curriculum Committee and revised as necessary based on program outcomes, accreditation standards, and student feedback.

References

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. American Association of Colleges of Nursing.

<https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf> AACN

Olsen, J. M. (2022). Evidence-based strategies for standardized exam remediation in nursing education. *Nurse Education Practice*, 66, Article 103589. <https://www.sciencedirect.com/science/article/pii/S1557308722000531> ScienceDirect

Hassan, E. M. G. (2023). Addressing academic challenges: A quasi-experimental study on the effect of a remedial exam strategy for nursing students. *Belitung Nursing Journal*, 9(4), 369–376. <https://doi.org/10.33546/bnj.2699> PMC

Math for Nurses (Dosage Calculation Competency)

During each exam administration, five medication dosage calculation problems will be included and will be monitored by course faculty. Students who miss more than one dosage calculation problem on each exam (less than 80% correct) are expected to seek remediation regarding dosage calculation skills from course instructor, clinical adjunct faculty, or the MSU tutoring center.

Late Work Policy

No assignment submitted after the assignment due date will be accepted. Late work will earn a **zero** for that assignment. This includes DocuCare assignments and the comprehensive care plan. If a student is running late completing any assignment and knows the assignment will not be completed prior to the due date/time, that student should submit the uncompleted version of the assignment, as some points for an incomplete assignment is preferred to zero points for a late or unsubmitted assignment.

ATI Activities

This course will test the Fundamentals content from ATI—see ATI textbook/ebook for content

Each student is required to enroll into ATI.

Practice assessments:

- Practice Assessment A and B
 - Repeat the practice tests as many times as needed with a 24 hour wait period between attempts to score a 90% or greater within the timeframe the test is open.
 - A minimum of one week will be provided to complete each practice assessment.
 - To strengthen the review method, students should understand the rationales for each distracter. It is recommended that students review 5-15 minutes at a time with ample time given to review each of the rationales. When the student logs in again, the exam will continue from where the student had stopped previously.

Proctored assessments:

- Complete Content Mastery Proctored Assessment in a controlled environment following the proctored guidelines set forth by ATI.
 - Proctored assessments proficiency level definitions:
 - Level 3 – advanced proficiency
 - Level 2 – proficiency
 - Level 1 - partial proficiency

- Level 0 – does not yet demonstrate proficiency
- Following the assessment, the student will use the ATI Focused Review to complete the Three Critical Points Worksheet (see Appendix A of the ATI Policy). Students are encouraged to use textbooks, review books with videos, animations, graphics, and tutorials for remediation.
 - Students who achieve a level 3 must complete the Three Critical Points worksheet on three missed topics.
 - Students who achieve a level 2 must complete the Three Critical Points worksheet on six missed topics.
 - If the student receives a level 0 or 1 the student must complete the Three Critical Points worksheet on each topic missed.
 - Upload the Three Critical Points Worksheet into the assigned course drop box.
- Students scoring below a level 2 on any of the content mastery proctored assessments will be offered an option to retake the proctored exam after the remediation is complete.
 - The retake will be scheduled at least 48 hours after the initial attempt
 - The higher of the two proctored exam grades will be placed in the gradebook

Point Assignment:

1. Maximum grade possible is 10/10 = 100%
2. Grade represents no more than 10% of the overall course grade
3. Grading is calculated as such:
 - Practice Assessment A score \geq to 90%: 1 point
 - Practice Assessment B score \geq to 90%: 1 point
 - Standardized proctored assessment:
 - Level 3 = 4 points
 - Level 2 = 3 points
 - Level 1 = 1 point
 - Below level 1 = 0 points
 1. If student scores $<$ Level 2 on first attempt, a retake will be required. The higher of the two scores will be placed in the gradebook.
 - Standardized proctored assessment remediation:
 - Earned level 3: Three Critical Points worksheet on three missed topics. All columns must be complete for credit = 4 points
 - Earned level 2: Three Critical Points worksheet on six missed topics. All columns must be complete for credit = 4 points
 - Earned level 1: Three Critical Points worksheet on every topic missed. All columns must be complete for credit = 4 points
 - Earned less than a level 1: Three Critical Points worksheet on every topic missed. All columns must be complete for credit = 4 points
4. ATI points will be added to final grade once the student has met the minimal exam average requirement.

CoursePoint+ and PrepU

Quizzes and assignments will be scheduled through CoursePoint+. These activities may be completed in the classroom as individual or group activities or assigned as homework. Course Point+ assignments and weekly Dosage Calculation quizzes will combine to contribute 5% to the course

grade. These assignments will be subject to the remediation policy as listed within this document.

The PrepU question bank for the chapters discussed in the course will be opened for students to utilize in understanding and applying the course content and concepts. It is recommended that students make use of this resource to prepare for exams as well as nursing practice.

Additional Course Requirements

1. Students must complete all the components of the course to pass.
3. Classroom and clinical performances (on campus, in the Simulation Center and/or during inpatient clinical experiences) will be evaluated. Students are expected to pass both clinical and classroom components of the course. Failure in either one will constitute failure in the course.
4. Students are expected to be compliant with current CPR certification, immunizations, TB testing, health and liability insurance, drug screening, and criminal background checks throughout the semester. Verification of compliance is maintained through CastleBranch. Students are expected to maintain compliance at all times. Students may contact Cathy Healey (940) 397-2802 or email her at cathy.healey@msutexas.edu to ask questions about compliance of these Texas Board of Nursing (BON) requirements. TB testing needs to be repeated every 12 months. To attend clinical experiences, each student **MUST** comply with each of these requirements. **Students who are not in compliance with all CastleBranch requirements by Monday, January 26, at 1700 will be dropped from the course.**
7. Students will be held accountable for all communications sent by faculty via the course's Desire 2 Learn (D2L) web site; therefore, you will be expected to check the site for announcements, assignments, messages, etc. DAILY.
8. Students are expected to come to class dressed in an appropriate manner which reflects professionalism. The instructor reserves the right to ask students dressed in inappropriate attire to leave the classroom.
9. Students are expected to attend all class sessions. If a student must miss a session, they are still held accountable for the material covered in class and should seek notes/information from another student.
10. Faculty reserves the right to make changes to this syllabus at any time. Students will be notified via D2L news item of changes.

Failure Policy

The faculty reserves the right to recommend, to the BSN Program Chair and College Dean, withdrawal of a student from the nursing program for health, legal, or academic reasons, particularly if patient care is jeopardized. In addition, the student must perform within the American Nurses Association (ANA) standards of practice and code of ethics.

If student performance falls below acceptable standards of practice, then the student will NOT successfully complete the clinical component of this course. Certain aspects of these standards

directly relate to safety in patient care and professionalism in practice. If student performance drops below the standard in these two areas, then the possibility of successful completion of the clinical component of the course is unlikely. The faculty recognizes that the issues of patient safety and professional standards cannot be compromised; therefore, any student who does not meet these standards will immediately receive a failing clinical evaluation. The severity of these infractions warrants immediate failure of the clinical component of this course. The ANA standards or practice and code of ethics are posted in the BSN Student Handbook.

Disruptive Behaviors

Behaviors that detract from the learning process will NOT be tolerated. Electronic devices including cell phones and computers are to be muted during all class sessions and pre-clinical/clinical experiences so that others will not be disturbed. During administration of exams and any type of exam review, cell phones and smart watches or any other similar device MUST be turned OFF and maintained AWAY from the testing location. Disruptions occurring from students entering or leaving the classroom during class time are to be avoided. Children are not to be brought to class.

Cheating Policy

The BSN Program does not condone cheating in any form and considers it as a serious offense. Cheating is defined by the faculty to include dishonesty on examinations and plagiarism. Plagiarism is further defined as "the act of using source materials of other persons (either published or unpublished) without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given." (MSU Student Handbook, Standards of Conduct, Item 10.) Offending material that may constitute plagiarism includes, but is not limited to, the following: Bibliography cards, formal papers, book reports, written nursing care plans, etc.

For further information regarding cheating and any subsequent actions to be taken, please refer to the policy statement in the BSN Student Handbook.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product to verify originality, and for educational purposes.

MIDWESTERN STATE UNIVERSITY STUDENT HONOR CREED

"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else to do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any

unauthorized material in examinations, or to present, as one's own work, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by university officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

Written and adopted by the 2002-2003 MSU Student Senate

Use of AI/Chat GPT

Is using ChatGPT misconduct?

- Tolerance of artificial intelligence tools is a course-level decision.
- If expressly prohibited by the instructor, using these tools is misconduct.
- Use of AI/Chat GPT is prohibited in this course.

No use of AI/Chat GPT is permitted in NURS 3423-3422. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, the student should prepare all writing assignments without the aid of another student or any form of artificial intelligence. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

NURS 3422 Family Health Nursing I Clinical Requirements

Clinical Experiences

This course includes a total of 90 clinical hours. Students are required to satisfactorily complete 90 clinical hours to successfully complete the clinical component of Family Health Nursing I.

Clinical Objectives

1. Perform a complete head to toe assessment on one or more patients with additional focused assessments based on patient condition.
2. Use the nursing process to provide optimum care for patients with a focus on the concepts of alterations in mobility and musculoskeletal disorders, endocrine production and associated disorders, fluid regulation and urinary elimination, and digestion and gastrointestinal elimination.
 - a. Collect comprehensive data on each assigned patient.
 - b. Interpret data in a meaningful way.
 - c. Establish meaningful and measurable goals.
 - d. Implement all nursing activities in a safe and therapeutic manner.
 - e. Evaluate nursing actions and modify the plan of care as needed.
3. Correctly and safely prepare and administer medications by oral, intramuscular, intravenous, and subcutaneous routes.
 - a. Correctly calculate medication dosages.
 - b. Correctly administer oral medications.
 - c. Correctly perform subcutaneous injections.
 - d. Correctly calculate drip rates and monitor all intravenous solutions.

- e. Consistently use the six rights of medication administration and assess for medication allergies.
- f. Accurately document medication administration.
- g. Demonstrate knowledge of medication, therapeutic and non-therapeutic effects.
- 4. Effectively communicate. Document findings accurately in the medical record using appropriate terminology.
- 5. Display a professional attitude, appearance, and behavior at all times.
 - a. Accept constructive feedback in a positive manner.
 - b. Actively seek individual learning opportunities.
 - c. Comply with the MSU-approved dress codes.
- 6. Describe the role of the professional nurse in each assigned setting and his/her ability to contribute to optimal patient outcomes.
- 7. Be prepared to answer faculty questions on each of these topics.

Clinical Schedules & Switches

Students will be issued a clinical schedule for both laboratory and on-site clinical experiences at United Regional Hospital. The students are expected to adhere to the given schedule, to be on time, and to be prepared to participate at every clinical experience. If a student cannot attend a given clinical experience, the student has the responsibility to notify the clinical instructor of the absence and to make up the missed experience.

If a student requires a change in the clinical schedule, he/she must arrange a switch of clinical days/times with another student and BOTH students must notify the clinical instructor(s) about the desire to change days/times. Both students are responsible for emailing the request to change to the clinical instructor(s) and then and ONLY then will the change be approved.

It is the students' responsibility to complete all the required hours for this clinical course. There will be limited availability for make-up experiences (especially in the laboratory setting).

Clinical Absences

Absences from the patient care clinical must be approved by the instructor. The student must inform the instructor before being absent from the clinical experience. If the instructor does not approve the absence, the student will not have an opportunity to reschedule the absence and will fail the clinical component of the course. Students arriving 15 or more minutes late, without notice to the instructor, for any clinical experience will be counted as absent and receive a clinical infraction. Students are expected to communicate with the instructor if they will be late or absent for any clinical experience.

- Reasons for non-approval of a clinical absence are:
 - o Failure to notify the instructor prior to being absent.
 - o Being absent for a reason other than personal illness or family or personal emergency.
 - o Failure to show documentation of personal illness or family or personal emergency.

Clinical Policies

Students MUST maintain clinical compliance in CastleBranch throughout the semester. Any student found not in compliance at any point during the semester will face loss of points for weekly clinical points (4Ps). Unresolved issues with compliance may result in a clinical failure.

Students are expected to conduct themselves as health care professionals.

Professional conduct is expected during any and all interactions with other health care professionals, patients, and families. They are required to follow all rules of conduct and professional behavior while in the nursing program at MSU.

Refer to MSU website and Wilson School of Nursing Student Handbook for further information regarding Code of Student Conduct, Clinical Behavior, Dress Code, Clinical Compliance and Clinical Failure Information.

Breakdown of Clinical Hours

| | |
|--|----------|
| Orientation activities <ul style="list-style-type: none"> • NURS 3422 orientation • UR orientation • EPIC training • N95 mask fitting/badge pictures • MFN/Med exam | 12 hours |
| United Regional experiences and post-conferences (6 x 8 hr) | 48 hours |
| Simulations and Skills lab + preparation assignments + reflections | 20 hours |
| Comprehensive Care Plan | 8 hours |
| Objective Structured Clinical Examination (OSCE) | 1 hour |
| Clinical evaluations-mid-term and final | 1 hour |
| Total | 90 hours |

Clinical Orientation

Clinical orientation for United Regional Healthcare System is will be completed via MyClinical Exchange. This must be completed by Monday, February 2nd at 1700. Failure to complete this requirement by the due date will result in loss of weekly clinical points(4 Ps).

EPIC training

All acute care clinical experiences will take place at United Regional (UR) Healthcare system in Wichita Falls, TX. UR utilizes EPIC EHR for medical record-keeping. Students are required to attend EPIC training and pass a quiz (80% minimum) prior to attending any clinical experiences at UR. EPIC training is scheduled for Tuesday, February 3rd at the UR training center. Students arriving late will be denied access to the training, incur a loss of weekly clinical points (4Ps), and be unable to attend clinical experiences at UR until the training and quiz are completed at the next arranged time. Students will attend training for UR EHR (EPIC). Training will be held at 1613 9th St, Wichita Falls, TX 76301 (United Regional Education Center—aka the Barndominium) on Tuesday, February 3.

Medication and Dosage Calculation Exam

Prior to attending clinical at UR, students will be required to take a dosage calculation and safe medication administration examination. The exam will be administered through ExamSoft. The Medication and dosage calculations exam will contain 35 multiple choice questions over the

medication list provided and 15 fill-in-the-blank Math for Nurses/dosage calculation problems. A 90-minute time limit will be provided for this examination. See course calendar for date, time, and location. The exam will contribute 30% to the clinical grade. All course/clinical exam policies apply to this exam. See policies in course syllabus. A practice exam will be made available through D2L.

Comprehensive Care Plan

Each student will complete a comprehensive care plan based on a complex simulated patient as a comprehensive assignment bringing together knowledge from each of the 4 units of study. This assignment will be worth 20% of the clinical grade points. The Comprehensive Care Plan assignment is an individual student assignment. The assignment will be submitted through DocuCare and will be assessed for originality of content and plagiarism. See student honor code and WSON BSN handbook for cheating policy. All submissions will be screened for similarity and any plagiarized sections will be scored a zero.

Assignment Instructions:

1. Case Scenario Analysis

You will be provided with a complex patient case study that includes at least one medical condition from each of the following systems:

- Endocrine (Endo)
- Genitourinary/Fluid & Electrolyte (GU/FE)
- Gastrointestinal (GI)
- Musculoskeletal (MS)

2. For each medical condition you will complete a DocuCare assignment with the following elements:

- HTT and VS assessment for the anticipated findings for a client with the medical condition.
- For any anticipated abnormal findings, include two appropriate interventions with rationales and expected outcomes in the additional notes for that system.
- A list of anticipated medications r/t that medical condition.
- Create a note that details anticipated abnormal findings r/t the client's lab results for that medical condition.
- Complete the History of Chief Present Concern explaining the current presentation of the client r/t that medical diagnosis and an in-depth/detailed explanation of the pathophysiology of the medical diagnosis in the student's own words with scholarly references in APA style.

There will be a total of four (4) DocuCare assignments completed over the course of the semester aligned with the course units of study. Each will be worth 2 points toward the total care plan grade. Submission expectations and grading standards can be found on D2L.

The final 2 points will come from the analysis of the overall client condition including an explanation of how the medical diagnoses influence or exacerbate one another, an explanation of the prioritization of care needs for this complex client, and a list of potential complications that may arise for this client with early warning signs that should be monitored for. The final element will be self-reflection that details how this assignment has helped you to think more like a nurse. Submission expectations and grading standards can be found on D2L.

The Comprehensive Care Plan due dates are as follows:

- | | |
|--|----------|
| • Part 1 Endocrine system | 02/09/26 |
| • Part 2 Genitourinary system/acid-base balance/fluid-electrolyte regulation | 03/16/26 |
| • Part 3 Gastrointestinal system | 04/13/26 |

- Part 4 Musculoskeletal system 05/05/26
 - Part 5 Overall client analysis and student self-reflection 05/12/26
- See grading rubric on D2L for further information. Additional information will be provided in class.

Simulation and Skills lab

Each student will be scheduled to attend 5 sessions of combined skills and simulations. All simulation and skills sessions will take place in the Simulation Center on the second floor of Centennial Hall unless otherwise notified. Students will be required to complete pre-clinical assignments prior to attendance. Failure to complete pre-clinical assignments will result in students being sent home for the day and receiving a failure for that clinical day (loss of weekly clinical points 4Ps). These clinical hours must be made up. Sessions in the skills/simulation lab are clinical hours and are therefore subject to all clinical expectations, standards, and rules. Students who do not complete all clinical hours will fail the course. Schedule will be posted to D2L and on the course calendar.

Skills Practice Boxes

Students wishing to practice skills at home can check out a skills practice box through the simulation staff. See Simulation Director, Melody Chandler for checkout procedure and requirements.

Patient Care Experiences

Students will complete six (6) 8-hour shifts at United Regional Health Care System (UR).

If a student is involved in the care of a patient on airborne isolation, the student will wear an N95 mask. If this situation occurs UR will provide the N95 mask to the student. Students will be fit tested and receive instructions on proper masking during skills lab.

MyClinicalExchange (MyCE)

UR requires students to register (and pay) for a My Clinical Exchange account for hospital clinical scheduling. You must be fully compliant with CastleBranch and My Clinical Exchange prior to attending clinicals at UR. My Clinical Exchange (MyCE) is a compliance and scheduling platform used by United Regional Hospital. The hospital requires students to create an account in My Clinical Exchange. You will complete your hospital clinical orientation through MyCE. This orientation includes watching videos, providing information on any vehicle that will be used to attend clinicals, and a competency test to ensure adequate understanding of the hospital's expectations for student nurses. There is a fee for this platform. Each student is responsible for paying for this platform and completing the UR orientation packet by Monday, February 2, at 1700. Students who are non-compliant with this course/clinical requirement will not be allowed to attend clinicals at UR and will incur the loss of the weekly clinical points (4 Ps). Attached is a link to register for My Clinical Exchange.

<https://myclinicaexchange.com/schoollogin>

Students complete **48 hours** of clinical experience in URHCS patient care areas as assigned by the course coordinator. Students **MUST** comply with hospital policies as instructed during clinical orientation and through the required elements of MyClinicalExchange (*parking, use of dining rooms, building access, identification, computer training/usage, etc.). Tardiness of more than 15 minutes, for orientation or any clinical experience, will result in the student being sent home and receiving an absence with the loss of weekly clinical points (4 Ps). ALL patient care experiences, including make-up clinical time, must be completed by Thursday, May 14th at 1900.

*Student vehicles **MUST** be parked only in the designated student parking lots provided by URHCS.

Students may never park in any other lot owned or leased by United Regional. If students are found parking in lots other than the designated student parking lots, their vehicles will be towed, without notice, a citation will be issued, the student will incur a loss of weekly clinical points (4Ps) and other disciplinary action may follow. Students may call URHCS Security at (940) 764-8357 for a security escort during hours of darkness or whenever needed.

Before beginning clinical experiences, each student will be issued a URHCS hospital ID badge, along with a white access/proximity card, for use during this semester and all subsequent semesters in the WSON program. If this white access card fails to open parking lot gates, or building doors, please contact URHCS Human Resources at (940) 764-7820. If the access/proximity card is lost or damaged, the student must notify hospital security and Human Resources immediately to protect the security of the hospital. The course coordinator must also be notified promptly. At the end of the program, students will be required to turn this white access badge back into the WSON or pay a fee (\$20) to replace it.

Students will take their Clinical Competency Skills Checklist with them to every acute care clinical experience and skills/simulation lab. This checklist will be reviewed with their assigned nurse instructor, clinical teaching assistant, or other floor nurse(s) and skills will be documented, dated, and initialed when the students safely/accurately demonstrate procedural skills. The clinical competency transcript must be submitted to the course coordinator at the conclusion of the 6th acute care clinical experience. The document will be copied for the students' file and the original will be returned to the student.

Clinical Scheduling Changes

Students will be assigned clinical experiences by the course coordinator. Schedule changes must be coordinated with the course coordinator and clinical faculty. For a schedule change, the student wishing to change dates must seek another student who is willing to change dates. Both students **MUST** email the course coordinator informing her of the desire to switch dates. The course coordinator will email both students approval/disapproval of the change. **DO NOT** take it upon yourself to make scheduling changes on your own because your faculty must be accountable for knowing who, when, where, and why each student is in the hospital at any given time. Therefore, any clinical experience completed without the knowledge and written approval of the clinical instructor will not be included in the calculation of achieved clinical hours.

Hours of absenteeism will be rescheduled, as available, or will be done as patient care experiences as assigned by the clinical instructor and/or course coordinator.

Students will attend post-clinical conferences as scheduled by clinical faculty. Conferences may take place at UR, at MSU, or virtually, at the discretion of the clinical faculty. Post-clinical conference hours count toward the 90 hours required for successful course completion and therefore must be attended.

Weekly clinical evaluations (per clinical experience)

Each student will receive an evaluation of professionalism, preparedness, proficiency, and presentation (attendance). These weekly/per experience grades will contribute 15% to the total clinical grade.

Formative Clinical Evaluation (mid-term)

Each student will receive a formative evaluation at mid-term. Students will be expected to perform a 15-minute head-to-toe assessment and identify abnormal assessment findings and safely administer

an oral medication. Students will receive feedback and be encouraged to ask questions to improve assessment and medication administration skills. The feedback given and any correction plan created must be enacted by the student for successful completion of the clinical portion of the course.

Final Clinical Evaluation

Each student will receive a summative evaluation at the end of the course. Included will be a discussion of grades for all clinical components and their contributions to the overall course grade/completion.

Objective Structured Clinical Examination

Each student will be scheduled for a 1-hour Objective Structured Clinical examination. The exam will require each student to perform a bed-side head-to-toe assessment, identify abnormal assessment findings, perform safe IVP medication preparation and administration, and demonstrate clinical reasoning. The exam will be scored by grading rubrics accessible on D2L. See skills and simulation exam content on D2L for further information.

Clinical Dress Code:

Clinical Uniform

- The school uniform of matching maroon pants or skirt and maroon tunic top is the required uniform.
- Undershirts, if worn, should be plain and white, black, gray, or maroon that matches the uniform.
- Pants cannot touch the floor and must be hemmed properly. Pants cannot have a cuffed hem.
- When sitting down, bending over, or squatting down, or raising arms there can be no gap at the waist between the uniform pants and the top showing skin or underwear.
- No cleavage can be shown.
- Uniforms must be well-laundered, without wrinkles, beyond what occurs during typical wear, and fit appropriately.
- Skirts must be knee length or longer, but may not touch the floor, must be properly hemmed, and allow for ease of movement.
- Clean and closed toe and heel shoes that are black, gray, white, or maroon that matches the uniform are to be worn.
- Socks and hosiery must match either skin color, uniform, or shoes.
- Proper MSU identification (MSU or approved clinical agency name tag and MSU patch). The MSU patch is obtainable at the bookstore and is to be sewn on left sleeve, centered and 1" from shoulder seam.
- MSU nametag must contain the name of the university, name of the student, designation of student, and a photograph of the student. The nametag is obtained through Card Services at the Clark Student Center.
- If a student desires a cover, he/she may wear a matching maroon scrub jacket with the appropriate name tag and MSU patch sewn on left sleeve, centered and 1" from shoulder seam.
- Hair must be self-contained and unadorned and must be a natural hair color. Any containing articles such as head wraps, barrettes, bands, or clips must be plain (no jewels, adornments, patterns, or logos) and same color as hair, or white, black, gray, silver, gold, or maroon that matches the uniform.
- Hair may not fall forward past shoulder/neck area or fall over eyes when leaning over at the waist.
- Sideburns, beards, and mustaches must be clean and neatly trimmed.

- Hats or caps are not allowed.
- Short natural and clean fingernails are required. Nail enhancements are not allowed to include polish, dips, tips, overlays, acrylics, or gels. Tips of nails may not be seen when looking at the hands from the palm side up.
- Hygiene must include being clean without fragrances or strong odors.
- No jewelry other than a plain wedding ring (band) and a watch with an analog second hand are allowed.
- Visible body piercings may not contain any jewelry, gauges, or spacers.
- If a clinical requires “professional dress” other than the Nursing Uniform, the student will be asked to wear a maroon polo shirt and pants or a skirt that is black, gray, khaki, or maroon that matches the maroon polo shirt with the appropriate name tag.
- Clinical agencies retain the right to refuse access to any student whose appearance is deemed inappropriate. For this reason, visible tattoos should not contain symbols, drawings or wording that are likely to be deemed offensive.
- The nursing uniform may not be worn when working outside of clinical experiences.

Clinical Evaluation

The organizing framework for clinical evaluation is the DEC competencies and represents the clinical objectives to be accomplished during the semester. A sample of the clinical evaluation tool which will be used in this course is located on D2L under clinical content. Individual clinical instructors' comments stated on this evaluation form will be determined by utilizing various data collection tools during clinical components of the course including:

Observation of clinical performance

Review of student care documentation

Oral reports/presentations

Medication calculations/exercises/tests

Observation of simulation and skills lab performance

Any additional assignments required by clinical instructor.

Preceptor feedback/evaluations of students, whether verbal or written

NURS 3422--Clinical Performance Grading Rubric

Name:

Date

Students are expected to meet all clinical performance standards and expectations during each clinical experience. Failure to meet any required standard will result in a reduction of points on the weekly clinical evaluation. Repeated weekly deficiencies that are not corrected, or failure to meet the overall clinical performance standard (85%), may result in clinical failure of the course, regardless of performance in other areas. Students are responsible for actively addressing identified deficiencies and completing any required remediation. Unsatisfactory performance in any of the 4 p's will result in a loss of points for the weekly clinical grade. Clinical includes all activities that earn clinical hours, including patient care, simulation, skills labs, testing sessions, orientations, and clinical meetings.

Professionalism

| Performance Indicator | S | U | Notes |
|---|---|---|-------|
| Maintains patient confidentiality (HIPAA compliant) | | | |
| Communicates respectfully with patients, families, staff, and peers | | | |
| Demonstrates accountability for actions and decisions | | | |
| Accepts feedback professionally and implements corrections | | | |
| Maintains appropriate professional boundaries | | | |
| Demonstrates ethical behavior and honesty | | | |

| | | | |
|---|--|--|--|
| Appears in correct clinical uniform with proper grooming and ID | | | |
| Adheres to all clinical facility rules and regulations | | | |
| Uses professional language and demeanor | | | |
| Reports to clinical fit for duty and free from impairment | | | |

Preparedness for Practice

| Performance Indicator | S | U | Notes |
|---|----------|----------|--------------|
| Arrives with completed pre-clinical assignment | | | |
| Demonstrates knowledge of assigned patient diagnoses | | | |
| Reviews medications, labs, and treatments before care | | | |
| Brings required equipment and documentation tools | | | |
| Identifies own knowledge gaps and seeks clarification | | | |
| Demonstrates readiness to safely engage in patient care | | | |

Proficiency in Practice

| Performance Indicator | S | U | Notes |
|---|----------|----------|--------------|
| Performs assessments accurately and systematically | | | |
| Safely administers medications | | | |
| Performs nursing skills using correct technique | | | |
| Uses infection prevention and safety measures | | | |
| Applies clinical reasoning and prioritization | | | |
| Recognizes and reports changes in patient condition | | | |
| Documents care accurately, completely, and timely | | | |
| Performs skills with minimal prompting as appropriate | | | |

Attendance & Participation

| Performance Indicator | S | U | Notes |
|---|----------|----------|--------------|
| Arrives on time to clinical | | | |
| Remains for entire clinical experience | | | |
| Follows attendance and absence notification policies | | | |
| Actively participates in patient care | | | |
| Engages in post-conference, simulation, or unit learning | | | |
| Demonstrates initiative in seeking learning opportunities | | | |
| Completes required clinical paperwork and competencies | | | |

Critical Safety Violations

Certain behaviors constitute unsafe practice and will result in immediate clinical failure regardless of weekly clinical score. These include, but are not limited to:

- Administering medications or performing invasive procedures without supervision

- Failure to use two patient identifiers
 - Breach of patient confidentiality
 - Patient negligence resulting in harm
 - Falsification of documentation or dishonesty
 - Practicing while impaired by drugs or alcohol
- Students have the right to appeal clinical decisions in accordance with program and university policies.

The following activities will result in immediate failure of the course:

- ☐ Administering medications or implementing sterile or invasive procedures without the direct supervision of a faculty member or preceptor
- ☐ Failing to check two patient identifiers prior to administering medications or implementing sterile or invasive procedures
- ☐ Failing to maintain compliance with clinical requirements
- ☐ An error in care or patient negligence that harms a patient
- ☐ Falsification, omissions or lying
- ☐ Intentionally revealing confidential information
- ☐ Placing self, staff, or patient at risk of harm due to abandonment of duties and/or sleeping during clinical experiences
- ☐ Failure to report a patient care error or incident

The following activities will result in immediate dismissal from the WSON program:

- ☐ Physical or verbal abuse of patients, patient's family members, faculty or staff
- Testing positive for illicit drugs or alcohol results in immediate ineligibility to continue in the program

STUDENTS ARE NOT TO ADMINISTER MEDICATIONS UNLESS DIRECTLY SUPERVISED BY A FACULTY MEMBER OR NURSE PRECEPTOR

Failure of the clinical component of the course occurs when the student receives an unsatisfactory rating in any area of the evaluation tool or does not complete 90 hours of clinical. Absences will be rescheduled at the discretion of the course coordinator.

Certain behaviors result in an unsatisfactory rating in the professional behavior section of the evaluation rubric.

Tips to remember

1. Administer medications and perform procedures **ONLY** under the direct supervision of the clinical instructor, preceptor, or designated staff RN.
2. If any condition of the clinical experience changes or it is necessary for you to leave the premises of the clinical experience, you **MUST** contact the clinical instructor and/or course coordinator.
3. Be specific when discussing with the staff nurse the patient care activities you will perform during your shift.
4. **NEVER** disconnect or adjust any piece of equipment unless instructed to do so by your clinical instructor, preceptor, or staff nurse.
5. You may assist nurses with their nursing care; however, your assigned patient(s) should be your priority.

6. As a student, you will NOT be allowed to initiate blood transfusions, administer chemotherapy, manipulate (unlock) pain control pumps, or perform blood glucose testing. You are encouraged to observe these procedures and monitor patient responses.

7. Prior to administering any medication, you are to know the action, safe dosages, and appropriateness of the drug for this patient, therapeutic and side effects, interaction effects and nursing considerations. Do NOT administer a drug if you are unfamiliar with these aspects of the drug. Do NOT administer any medication unless a licensed RN is with you at the patient's bedside.

8. NEVER give a medication prepared for administration by another nurse.

- You should not require prompting to stay busy.
- You should not spend more than 30 minutes on a computer outside of the patient's room.
- You should be actively completing the above clinical objectives.
- You should complete a HTT assessment and 2 sets of VS every shift and document these assessments in EPIC.
- You should be helping your patient (and other patients) with ADLs.
- You should be answering call lights and helping the nurses and PCTs.
- You should not be standing around at the nurses station or in the hallways talking with other nursing students.

MSU Writing Center

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the 2nd floor atrium of Prothro-Yeager. Tutoring is available Monday through Thursday from 9 a.m. to 4 p.m.; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 p.m. to 9 p.m. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

Research and Creative Activity Opportunities at MSU

Enhancing Undergraduate Research Endeavors and Creative Activities (EURECA) is a program that provides opportunities for undergraduates to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students in a cooperative research process. For more information contact the Office of Undergraduate Research, (940) 397-6275 or by sending a message to eureca@mwsu.edu or better yet, stop by the UGR office located in the atrium of the Clark Student Center, room 161. Information and resources are available at www.mwsu.edu/eureca.

Council on Undergraduate Research (CUR)

To support undergraduate research and creative activities, Midwestern State University holds an enhanced institutional membership with the Council on Undergraduate Research (CUR). This institutional membership includes unlimited memberships for any interested faculty, staff, and students. Students may find information on benefits and resources at www.cur.org/resources/for_students and may sign up at members.cur.org/members_online/members/newmember.asp.

The CUR Undergraduate Resources Webpage contains:

- Research Opportunities;
- Presentation Opportunities;

- Undergraduate Research Journals;
- CUR-Sponsored Student Events;
- The Registry of Undergraduate Researchers;
- And more!

Inclement Weather

Weather Closure Practices

Student safety is the number one consideration in regard to travel in bad weather. If it is icy or snowing in your area, e-mail your faculty to explain the situation. Use common sense in regard to travel.

The MSU Nursing Program will follow the MSU campus practices for closure. If the campus closes, classes will go on-line using Zoom via D2L or another platform designated by your professor.

Clinicals will be cancelled if the MSU campus is closed.

Due to the start of inpatient clinical shifts at 0630 to 0645, faculty will post information or make the call for clinical cancellations via D2L, "News Items". For guidance of weather closure practices for MSU campus see guidance via the MSU webpage.

University Policies

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to <http://www.mwsu.edu/student-life/disability>.

Academic Misconduct Policy & Procedures

NURS 3423 and 3422 adheres to the MSU Code of Conduct. In particular, academic dishonesty, however small, creates a breach of academic integrity. A student's participation in this course comes with the expectation that his or her work will be completed in full observance of the MSU Code of Student Conduct. A student should consult the current Student Handbook for answers to any questions about the code.

Students are encouraged to take full advantage of many resources available including online Desire 2 Learn course resources, Internet sites, other textbooks and journals, faculty, and peers when accomplishing objectives. This interactive collegial learning environment is conducive for life-long learning.

However, all components of NURS 3423 and 3422 are designed to represent the efforts of each student individually and are not to be shared, copied, or

plagiarized from other sources. When students submit their efforts for grading, they are attesting they abided by this rule.

Academic dishonesty includes cheating, collusion, plagiarism or the acquisition of tests or test questions and other academic materials such as test banks without the permission of the faculty. Cheating, collusion, or plagiarism is defined as:

(1) cheating - intentionally using or attempting to use unauthorized materials, information, equipment, or study aids in any academic exercise; (2) collusion - the unauthorized collaboration with another person in preparing work offered for credit; (3) plagiarism - intentionally representing the words or ideas of another as one's own in any academic exercise.

Academic dishonesty (cheating, collusion, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he or she should ask the instructor for clarification.

Any student found to be academically dishonest as defined above and under each assignment will automatically receive a grade of "0" on the assignment.

Student Drop

A student who chooses to drop this course will need to email the course coordinator in order to be eligible to re-enroll in the course the following semester.

Instructor Drop

An instructor may drop a student at any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the students a verbal or written warning prior to being dropped from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the 8th week of a long 45-hour semester, the 6th week of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date. Refer to page 28 at <https://mwsu.edu/Assets/documents/student-life/student-handbook-2017-18.pdf>.

Campus Carry Rules/Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to: Campus Carry Rules and Policies

Active Shooter Policy

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the

information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "Run. Hide. Fight."

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place, which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

Grade Appeal Process

Appeal of Course Grade

It is the responsibility and the prerogative of every faculty member to determine grades in those courses to which he or she is assigned. Except in accordance with stated university policies, no other individuals or group can make these decisions.

The only two bases on which a student can legitimately appeal a course grade and/or suspension from an academic program are:

1. The student has not been evaluated according to the same criteria as his or her classmates, OR
2. An error has been made in grading and/or posting.

The procedure for requesting a course grade change and/or retention in an academic program is as follows:

1. The student must consult with the appropriate instructor, unless the instructor is no longer on staff.
2. If this does not resolve the problem, the student should present a formal written appeal to the dean of the college in which the course was taught. This must be done no later than thirty (30) calendar days from the first day of the next long semester. In cases where the student was terminated from a program, the student should submit his or her petition for reinstatement to the dean of the college in which the program is located. The dean should immediately request a written response to the student's complaint from the faculty member.
3. Within ten working days from receipt of the appeal, the dean of the college should respond to the student in writing as to his or her disposition of this appeal.
4. Should the appeal not be disposed of by the dean of the college in a manner satisfactory to the appellant, the appeal may be presented to the university's Academic Appeals Committee. In such cases the following procedures should be followed:

A. The student should obtain from the Office of the Provost a REQUEST FOR HEARING form and a copy of this policy. The student should fill out the form carefully and submit it, along with all other information pertinent to the student's position, to the Provost. These materials will constitute the student's formal written appeal and will then be forwarded by the Provost

to the chair of the Academic Appeals Committee.

B. Upon receipt of the appeal, the chair of the Academic Appeals Committee will at once distribute a copy to each member of the Academic Appeals Committee. Within five working days from receipt of the appeal, each committee member will inform the chair of the Academic Appeals Committee in writing whether or not he or she believes the appeal has established, on its face, at least one of the bases for appeal as noted above.

C. If a simple majority of committee members finds no basis for the appeal, a hearing before the Academic Appeals Committee shall be denied, and the chair of the committee will at once inform the Provost of this decision in writing. The Provost should then inform the student by letter that the appeal has been denied because it did not meet either of the stated bases for appeal.

D. If, however, a simple majority of the Academic Appeals Committee finds that the appeal appears to have a basis, then the chair will as soon as possible inform the student, the faculty member, and the dean of the college that a legitimate appeal has been filed and of specific procedures to be followed. The chair will also provide copies of the appeal to the faculty member and the dean of the college and by the same letter will inform the faculty member (or in certain situations noted as follows, the dean of the college) that he or she has ten working days in which to respond in writing to the Academic Appeals Committee.

Both the student petitioning for a hearing by the Academic Appeals Committee and the faculty member involved have the right to challenge one member of the committee. This is a peremptory challenge, and the chair will choose a replacement from among the alternate members of the committee. The initial correspondence between the chair of the committee and the principals should specify this right and request prompt written response.

In cases where the appeal concerns the performance of a teaching assistant or part-time faculty member, the dean of the college or other full-time faculty member directly responsible will represent the university before the Academic Appeals Committee. A teaching assistant or part-time faculty member may appear before the Academic Appeals Committee. In cases where the faculty member responsible is not available, the dean of the college involved will represent the university.

E. Upon receipt of the faculty member's written response, the chair will provide copies to all members of the Academic Appeals Committee and to the appellant and will schedule a meeting of the Academic Appeals Committee.

F. The first meetings of the committee should be within ten working days from receipt of the faculty member's response. At the written request of the student, the committee may consider the case based on the student's written appeal without an appearance by the student before the committee.

G. The number of meetings necessary to reach a decision will be dictated by each individual case. However, general guidelines are provided:

1. Both parties involved reserve the right to bring information considered pertinent before the committee. This may include, but is not limited to written documents as well as orally presented information from designated individuals. Although these hearings are considered informal, reasonableness and fairness should prevail in this area.
2. No representation of the student by legal counsel, parent, or other representative or of the faculty member by legal counsel or other representative except the dean of the college, where warranted, is entertained by the committee.
3. Testimony from the parties involved should be taken independently, thereby avoiding any open confrontation which could be detrimental to the proceedings.
4. In its deliberations, the committee should seek to focus only on the issue of the grade appeal or retention in the program in question.
5. Likewise, the committee's final recommendation should deal only with these issues.

6. Prior to the proceedings, copies of all written or recorded evidence to be considered must be made available to all parties involved (student, instructor, and dean of the college).

Additionally, any party specifically mentioned in a written document will be provided access to that document or the portion thereof relating to that party.

H. Once the committee has reached a decision, a letter communicating this decision should be delivered to the Provost within ten working days. In addition, a summary of the proceedings outlining all pertinent points and reasons for the decision should be attached as well as the original petition from the student and the faculty member's response. Any minority opinions from the committee should also be attached.

I. If the committee has rendered a decision favoring the faculty member, the Provost should communicate this by letter to the appellant with a copy to the faculty member. If the decision rendered recommends a grade change, the Provost should write a letter to the faculty member with a copy to the dean of the college requesting the faculty member's intended action.

J. Should the faculty member decline to change the grade, the Provost may, based on the Academic Appeals Committee's recommendation, change the grade by administrative action to the specific grade recommended by the committee. If there is an administrative grade change, the student's transcript will reflect this. In addition, on request from the Provost, the committee may reconsider its findings and recommendations. However, once the committee's decision has been accepted by the Provost along with the other documents specified above, the committee's work will be considered complete.

Notice

Changes in the course syllabus, procedure, assignments, schedule, and calendar may be made at the discretion of the instructor. Students will be notified of changes to these documents via D2L News item and/or student email.