

The University of Texas at El Paso College of Nursing

COURSE NUMBER AND TITLE: N3709 Adult Health 1

COURSE DESCRIPTION/COURSE OVERVIEW

- This course focuses on the care of adult and older adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of patients with alterations in selected body systems: endocrine, immune/hematology, integumentary, gastrointestinal, musculoskeletal, and reproductive. Fluid, electrolytes, oncology, and perioperative concepts are addressed. Concepts of patient-centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to adults and older adults in a variety of settings.
- This course includes the application of the nursing process to assess the health needs, as well as planning and implementing care of ill and disabled individuals and their families. Nursing care focuses on alleviating or modifying stressors, facilitating adaptive behaviors, and promoting or maintaining health. Clinical practicum is provided in an acute hospital care in-patient setting. N-3709 is designed to expand the student's knowledge and experience in preparation for a career in nursing.

COURSE PRE-REQUISITES: NURS-3709 should have successfully completed NURS-3301, NURS-3704, and NURS-3214 with a minimum grade of "C" or better. Nursing major fee required.

CREDIT ALLOCATION: 7 credit hours: Didactic + Clinical

FACULTY INFORMATION

Course Manager/ Didactic Instructor/ Clinical Instructor:

Mrs. Jennifer Hull, MSN, RN, CNE

Phone extension: (915)747-8597

Office Hours: Fridays 0900-1200 (no office hours on university holidays)

Office location: HSSN 357

Email: jlsmith3@utep.edu

Didactic Instructor/ Clinical Instructor:

Mr. Esteban Monreal, MSN, RN

Phone extension: (915)747-8491

Office Hours: Fridays 0900-1200 (no office hours on university holidays)

Office location: HSSN 346

Email: emmonreal@utep.edu

Part-Time Clinical Instructors:

Mr. Manuel Ayala, BSN, RN	mayala11@utep.edu
Mrs. Karina Lerma, MSN, RN	kalerma@utep.edu
Ms. Teresa Loeza, MSN, RN	teloza2@utep.edu
Mrs. Idali Miranda, MSN, RN, CNE	irodriguez7@utep.edu
Mrs. Karina Munoz, BSN, RN	kamunoz7@utep.edu
Ms. Michelle Lopez, BSN, RN	TBA
Ms. Selene Jimenez, BSN, RN	TBA

TEXTBOOKS/RESOURCES REQUIRED Available via the UTEP bookstore:

1a) ISBN – **9781975161033** Textbook: Hinkle, J. L. & Cheever, H. H., et al. (2021). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (15th ed.) Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins



1b) ISBN –**9781975186777** Course Point + Enhanced for Brunner Medical Surgical Nursing 15th edition (access code for online resources) Hinkle, J. L. & Cheever, H. H., et al. (2021). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (15th ed.) Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

**This would be an access code on a physical card stocked by the bookstore

**This has an electronic book that can be downloaded to 4 devices.

** Ebook and/or Hardcover book can be utilized based on your preference

**All students are required to purchase the Course Point + Enhanced access code

** All students are required to purchase the 15th edition of this resource.

** Available in UTEP bookstore- no extensions to assignments for back ordered products

** Direct link to purchase course point + enhanced:

<https://lippincottdirect.lww.com/NursingEducation-UniversityOfTexasElPaso-Spring2025>

** Course ID: **1GN3UJDGTD9Q**

2a) ISBN: **9780323708630** Textbook: Perry, A. G., Potter, P. A., et al. (2022). *Clinical Nursing Skills & Techniques* (10th ed.). St. Louis, MO: Elsevier.



2b) ISBN: **9780323394499** OR **UTEP Bookstore Package ISBN 9780323970426** includes **Textbook** Clinical Skills: Essential Collection (Access Card) Elsevier

**This resource should have been purchased in 5th semester. YOU DO NOT NEED TO PURCHASE AGAIN. You may use the same access code to enroll in Evolve: Clinical Skills Essentials Collection Adult Health 1 N3709 Fall 2024 Hull/ Monreal

Course ID: **154963_jhull108_1006

TEXTBOOKS/RESOURCES RECOMMENDED FROM PREVIOUS COURSES:

- Taylor, C., Lynn, P., & Bartlett, J.L (2019). *Fundamentals of nursing: The art and science of person-centered nursing care* (9th ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins. ISBN: 978-1-975123-90-1
- Jensen, S. (2019). *Nursing Health Assessment: A Best Practice Approach (3rd Edition)*. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.
- Huether, S. E. & McCance, K. L. (2016). *Understanding Pathophysiology* (6th ed.). St. Louis: Mosby Inc. (or the pathophysiology book used if you've taken the pathophysiology course)
- American Psychological Association, (2012). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. a. ISBN-13: 978-1433832161 b. ISBN-10: 143383216X
- It is recommended that you refer (as needed) to your fundamentals, assessment, pathophysiology, and research textbooks for further clarification of topics discussed in class and/or care pertaining to your patient/s.

ATI BOOKS ARE AVAILABLE ONLINE VIA ATI WEBSITE:

Recommended Resource: ATI: Pharmacology Made Easy 4.0

- ATI RN Adult Medical Surgical Nursing Ed. 12.0
- ATI Fundamentals for Nursing Ed. 11.0
- ATI Nutrition for Nursing Ed. 8.0
- ATI RN Pharmacology for Nursing 9.0

COURSE/CLINICAL OBJECTIVES

At the end of this course, students will be able to:

CO1. Perform a basic general health assessment of adult and older adult patients to identify deviations from normal that can contribute to common alterations in health.

CO2. Implement an evidence-based plan of care that include cultural, spiritual, and developmentally appropriate interventions and health promotion recommendations for adult and older adult patients with common medical/surgical health alterations.

CO3. Act as a member of the interprofessional healthcare team in the provision of safe, quality care for adult and older adult patients with common alterations in health.

CO4. Demonstrate clinical reasoning in the provision of care to adult and older adult patients experiencing common alterations in health.

CO5. Apply knowledge of pharmacology, pathophysiology, nutrition and established evidence-based practices in the provision of care for adult and older adult patients with common alterations in health.

CO6. Use verbal and nonverbal communication that promotes exchange of information and development of caring, therapeutic relationships with adult and older adult patients as well as professional relationships with members of the healthcare team.

CO7. Use health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients.

CO8. Explain evidence-based knowledge in the provision care to patients with common health alterations.

CO9. Use organizational, time management, priority-setting, and decision-making skills in the provision of care to patients with common health alterations.

CO10. Report environmental hazards, patient safety concerns and participate in activities that promote quality improvement.

CO11. Apply to ethical, legal and professional standards while delivering care to adult and older adult patients with common alterations in health.

CO12. Provide health and safety related education based on the identified needs of patients.

CL1. Implement nursing care to patients and families across the lifespan from diverse backgrounds in a variety of settings that is compassionate, patient-centered, safe, effective and outcomes-based.

CL2. Act as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.

CL3. Apply best current evidence and clinical experience when making clinical decisions in the provision of patient-centered care.

CL4. Act in data collection processes that support established quality improvement initiatives.

CL5. Implement strategies that minimize risk and provide a safe environment for patients, self, and others in a variety of healthcare settings.

CL6. Demonstrate effective use of patient care technologies, information systems, and communication devices that support safe, quality, patient-centered care.

CL7. Practice nursing in a professional, ethical, and legal manner while providing patient-centered, standard-based nursing care.

CL8. Apply leadership, management, and priority setting skills to the practice of safe, quality patient-centered care.

CL9. Use verbal and nonverbal communication strategies that promote an effective exchange of information and development of therapeutic relationships with patients, families, and groups from diverse backgrounds.

CL10. Analyze the impact that the macrosystem has on the provision of safe, quality patient-centered care within the microsystem of the work unit.

CL11. Provide health-related education to patients and families across the lifespan, using varying teaching methods and motivational strategies.

PROGRAM LEARNING OUTCOMES, BSN ESSENTIALS, DECS:

UTEP CON PLOs (Level 3 Program Outcomes) & QSEN Competencies *: Patient-Centered Care*, Teamwork & Collaboration*, Evidence-Based Practice*, Quality Improvement*, Safety*, Informatics*, Professionalism, Leadership, Communication, Systems-Based Practice, Health Promotion & Education

BSN Essentials (AACN): Essential I, II, III, IV, V, VI, VII, VIII, IX

Differentiated Essential Competencies (DECS) for Baccalaureate Degree (BSN) *version year 2021:

Member of the Profession A, B, C, D

Provider of Patient-Centered Care A, B, C, D, E, F, G, H

Patient Safety Advocate, A, B, C, D, E, F

Member of the Health Care Team A, B, D, E, F

UTEP EDGE Experiences: Learning Communities

UTEP EDGE Advantages: Communication, Confidence, Critical Thinking, Global Awareness, Problem Solving, Social Responsibility, Teamwork

TEACHING METHODOLOGIES:

- The didactic portion of the course consists of assigned readings, lectures, active learning activities and examinations (course exams and ATI assessment exams, in-class quizzes, and PrepU's). The clinical component will consist of direct patient care under the supervision of the clinical instructor in an acute care setting, clinical passport, prep work/ paperwork, as well as simulation activities: evolve modules, simulation lab skills days, skills checkoffs, simulation hospital day, and VSim's. It is the student's responsibility to review material taught in previous courses that may affect learning in this course (i.e., anatomy, physiology, nutrition, pharmacology, pathophysiology, assessment, and fundamental care content).

GRADING POLICY AND STRUCTURE

1. Didactic course with a clinical component or mentorship
 - a. **Students must maintain a minimum average of 75% on didactic course work. This constitutes the didactic evaluation of a course. Achieving less than a minimum average of 75% in the didactic portion of the course results in course failure. There is no rounding of grades and fractional points will be dropped for final didactic grade. Extra credit is not permitted.**

- b. Clinical component/mentorship related assignments must meet the minimum average of 75%. Grades or points given for clinical component/mentorship related assignments are factored into the overall course grade **only** if the student has passed didactic course work with the minimum of 75%.
- c. **All Phase 3 didactic & clinical component/mentorship work is mandatory.**
- d. **Failure to complete an assignment will result in a failing grade at the course manager's discretion.**
- e. **Failure to complete a non-graded assignment will result in an incomplete in the course.**
- f. **The student will have a Clinical Evaluation for the clinical rotation. Students must achieve 4=Outstanding, 3=Satisfactory level, NO=No Opportunity or NA=Not Applicable in every criterion on the summative evaluation by the end of the semester. Acquiring a 2=Needs Improvement and 1=Unsatisfactory on the summative evaluation is not passing criteria.**
- g. Students must pass **both** the didactic and the clinical or lab component of a course. Failure of either component results in failure of the entire course.
- h. Clinical performance is evaluated **with a Clinical Evaluation Tool.**

Students are required to take and pass the Dosage Calculation exam at a 90% level PRIOR to participating in clinical experiences. (See Dosage Calculation Policy).

GRADING SCALE

Gradebook	
<p><u>Didactic: (75% of course grade)</u> Lecture Quizzes x 7 (Lowest quiz grade dropped)- 5% PrepU (25 quizzes)- 4 % Exam 1- 12% Exam 2- 12% Exam 3- 12% ATI Nutrition Practice Activities- Complete/ Incomplete ATI RN Nutrition Proctored Exam- 5% ATI Targeted Medical-Surgical & Pharmacology Made Easy Practice Activities- Complete/ Incomplete ATI Med-Surg ATI (Custom) Exam- 5% Final Exam- 20%</p> <p><u>Clinical Practicum: (25% of course grade)</u> Dosage Calculation: Pass (at 90%)/ Fail Clinical Performance: Pass (Competency in care setting AND simulation)/ Fail Evolve Skills Modules- Complete/ Incomplete VSIM (5 Scenarios)- 5% Skills Competency Assessment- 3% Skills Checkoff (demonstration)-3% Passport- 1% Simulation Evaluation and Documentation Week 3- 1% Clinical Documentation Week 4- 3 % Clinical Documentation Week 5- 3 % Clinical Documentation Week 6- 3 % Clinical Documentation Week 7- 3 %</p>	<p>Grading scale: 90-100 = A 80-89 = B 75-79 = C 60-74 = D < 60 = F</p> <p>Grading Breakdown:</p> <p>Didactic + Clinical: = Final letter grade for the course</p> <p>Didactic Average greater than 75% or 56.25 points to pass the course.</p> <p>Clinical Average greater than 75% or 18.75 points to pass the course</p>

COURSE POLICIES:

Academic Regulations: Review in UT El Paso Undergraduate Student Catalog and the **College of Nursing Student Handbook** the following policies: *Religious Observance, Clinical Compliance, Ethical and Responsible Use of Social Media, Policy on Academic Integrity, Professional Attire and Uniform Guidance, Progression Policy, and Safe & Effective Nursing Practice Policy, Statement on Disability, Cell Phone Policy During Testing and Student Injury in Clinical Policy.*

ATI: It is a course requirement for all students to take the nationally standardized exam provided by Assessment Technologies Incorporated (ATI). Students not achieving a passing standard will be required to remediate and to submit documentation of this remediation in accordance with Course Manager's protocol. Students will receive an 'Incomplete' in the course until/unless this remediation is accomplished. **See the College of Nursing Student Handbook for the ATI Policy and Procedures.**

Attendance: Students are expected to attend all classes and to arrive on time. Late comers are asked to enter quietly and unobtrusively. Students are responsible for content and/or announcements presented in class or clinical sessions whether present or not.

Blackboard: Students are required to subscribe to and access the course Blackboard site. Blackboard is the main source of communication between faculty and students. Students are encouraged to access this site on a daily basis. Course syllabus, calendar, topical outline of scheduled lectures, assigned readings, and clinical assignment criteria are posted on this site. Grades will be made available ONLY through this site.

Communication: Communication is the responsibility of both students and faculty. The faculty will keep students informed of progress in both theory and clinical.

Students with questions or concerns should:

-First go to the appropriate faculty member.

If not resolved, then follow the appropriate chain of command in the sequence as identified below:

Course manager(Adult Health 1): Mrs. Jennifer Hull

Director of Program: Dr. Tracey Merworth

Associate Dean for Undergraduate Education: Dr. Laura Rodriguez

College of Nursing Dean: Dr. Leslie Robbins

Course Alignment with UTEP EDGE: This course aligns with UTEP EDGE: a holistic assets-based student success framework that "aims to develop these practices through high-impact experiences, or EDGE experiences." Through comprehensive preparation and practices (ie: didactic, clinical, simulation), you will have opportunities to connect theoretical perspectives from the course to practice.

Grievances: Challenges to grades may be pursued only on the basis of malice, bias, arbitrary or capricious grade determination or impermissible discrimination. In no event shall a challenge be pursued only on the basis of the standards employed in setting grades, so long as those standards are employed impartially. Grievances MUST be in WRITING and filed through the School of Nursing chain of command. If the student is not satisfied with the outcome after using

the chain of command, the student may consult with and/or file a challenge with the Chairperson of the University Student Welfare and Grievance Committee.

Guidance on Artificial Intelligence: Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas.

Using AI for brainstorming Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

You are not allowed to submit any AI-generated work in this course as your own. Consider how this will affect your credibility as a professional before doing so. **Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Community Standards (OCS).**

My Learning Reflection: This reflection assignment will be a mandatory assignment in your final course within the Traditional Pre-Licensure and RN-BSN program. The assignment will be due at the end of the course. Students who do not submit a completed document will receive an Incomplete in the course and not be allowed to progress towards graduation until the assignment is completed. **See UTEP CON Undergraduate My Learning Policy.**

Policy on Scholastic Dishonesty: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the College of Nursing and/or university.

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Community Standards](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Since scholastic dishonesty harms the individual, all students, and the integrity of the College of Nursing and the university, policies on scholastic dishonesty will be strictly enforced. See detailed procedure in the [Handbook of Operating Procedures](#) available in the Office of the Dean of Students.

Policy relating to Disability / Pregnancy/ CASS:

Disability: Nursing is a physically and mentally challenging profession. Nurses are required to think critically and quickly in order to respond to patient care needs. Nurses are also expected to be able to assist patients in transfer, ambulation and in activities of daily living. In order to do this, nurses must be able to lift, bend and be on their feet for extended periods of time. Nursing students are expected to be able to perform these functions. It is therefore the responsibility of the student to inform the course manager of any limitations they may have in completing course expectations. Nursing students with limitations in any of the above abilities are advised to discuss these matters with The Center for Accommodations and Support Services (CASS) to determine if reasonable accommodations could be provided. Written guidelines r/t accommodations from CASS must be submitted to the course manager PRIOR to the start of the course. If you have a disability and need classroom accommodations, please contact CASS at 747-5148, or by email to cass@utep.edu, visit their office located in UTEP Union East, Room 106, or apply for accommodations online via the CASS portal. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*

Pregnancy: It is the responsibility of the student to inform the instructor of pregnancy limitations. Written guidelines related to accommodations from The Center for Accommodations and Support Services (CASS) must be submitted to the course manager PRIOR to the start of the course.

Professional Behavior: Students are expected to behave professionally **at all times** with faculty, peers, preceptors, and clients **and** in any setting in which the student is a representative of UTEP. Bullying, verbal abuse, insubordination, or personal attacks will not be tolerated in any form. Any behavior deemed inappropriate by faculty and/or preceptors will result in faculty conference(s), and completion of a Student Opting for Success (SOS) plan that addresses the student's areas of needed improvement. Possible activities available to assist the student in attaining the SOS objectives include stress and/or anger management counseling sessions. Inappropriate behaviors may result in removal from the clinical setting and/or an administrative withdrawal from the course and/or dismissal from the program.

The following addresses the expectation of infection control, safety, and hygiene applying to classroom and clinical practice settings. Students are expected to be mindful of personal hygiene and cleanliness of clothing and personal baggage. Aseptic techniques should be used when coughing, sneezing, and disposing of personal tissues. Students and faculty must be careful to create an image of cleanliness and health, avoiding personal body odors and excessive use of perfumed chemicals. Hair should be clean and neatly kept, skin should be clean and intact. Open wounds with drainage/swelling/ or lacerations should be cleansed/bandaged for the classroom setting; however, a physician note is needed to be allowed into the skills practice lab or into a clinical rotation in the nursing program. **See Professional Attire and Uniform Guidance Policy**

Retention of Students Opting for Success (SOS): When a student is not progressing in the course as expected, or is not successful on an examination, or is not meeting clinical expectations, they will be required to meet with the instructor to discuss strategies for success as outline on the SOS form. The SOS plan will identify recommendations for improving the student's success potential and will specify time lines for completion of these recommendations. The SOS form

(with all recommendations completed and all signatures in place) must be submitted to the course manager by due date. **Non-compliance with SOS recommendations jeopardizes eligibility to repeat the course in the subsequent semester. Please see UG Remediation Policy and respective Blackboard home page for SOS form.**

Illness Precautions: Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let your clinical instructor and the course manager know as soon as possible so that we can work on appropriate accommodations. For clinical practicum, please see *Clinical Practicum Policy*.

Technology Requirements: Some course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If a student experiences technology issues during an exam, that needs to be brought up to the instructor immediately. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

UTEP Tobacco Policy: The University of Texas at El Paso (UTEP) appreciates your cooperation as we are a smoke and tobacco-free campus. The policy is part of the university's promotion of respect toward our environment and community. The use of tobacco products (including but not limited to cigarettes, cigars, pipes, water pipes, bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco or all other tobacco products) is prohibited in university buildings, grounds, sidewalks, walkways, and university-owned property and applies to all students, faculty, staff, contractors, and visitors. For more information, visit: www.tobaccofree.utep.edu.

PROJECT ARRIBA: Students must have the Project Arriba form completed where appropriate before the instructor will sign the form. The instructor will be available to sign the form **after** the completion of class/practicum. Forms will not be signed in advance, nor will the instructor be obligated to sign forms submitted late and there is no proof that the student stayed for the entire class/practicum. No deadlines will be extended for delayed purchasing of course products from the bookstore. Please plan accordingly.

DIDACTIC POLICIES

Here are the ways we can keep the communication channels open: Office Hours: Mr. Monreal and Mrs. Hull will have office hours for your questions and comments about the course. All office hours are in-person, please see the days and times at the top of this syllabus. We do our best to respect your time as students and Instructors appreciate the same.

Email: UTEP e-mail is the best way to contact course faculty. We will make every attempt to respond to your e-mail within 24 hours of receipt. When e-mailing, be sure to email from your UTEP student e-mail account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number. You can expect limited responses from course faculty on holidays, weekends, and outside of regular business hours

Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

LECTURE: This course requires that students to participate in in-person classes on campus at UTEP's College of Nursing. *See course calendar for specific dates and times. Students are expected to participate in groups and individual activities while in the classroom and or simulation lab. Students will be required to attend the lecture of the instructor in which they are registered for in Goldmine. At no time in the semester will students be allowed to attend a lecture, sim lab, or clinical rotation for which they are not registered and/or assigned.

NETIQUETTE: When communicating online, it is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

COURSE ASSIGNMENTS: (Lecture Quizzes, PrepU, Exams, ATI Practice Activities, ATI Remediation Activities, My Learning, Dosage Calculation, Clinical Performance, Evolve Clinical Skill Modules, VSIM, Skills Competency Assessment, Skills Checkoff, Passport, Weekly Clinical Documentation):

- See appropriate activity rubrics on blackboard for assignment details and deadlines.
- Assignments for didactic and or clinical are not group activities but are individual activities.
- Students who are repeating the course are required to complete all activities within the current semester. Any assignments that were previously completed in another semester will be given no credit.

- All course assignments must be completed within the designated dates of the semester, any assignments completed prior to the start of the semester will not be accepted.
- Students are expected to complete assignments to aid in the successful learning of content and application of learned content. Students must accept the outcomes if they fail to complete assigned and recommended activities by the specified deadline.
- Required assignments will not be accepted late and will incur a grade of "0". Students are expected to manage their time to complete all activities.
- Students may access the library computers or "rent" a laptop from the UTEP library as needed to complete course activities. Students must arrange their schedule to accommodate for personal computer problems and complete activities via library computer.
- It is the student's responsibility to contact Lippincott, Evolve, or ATI, or course manager in case of any technical issues minimum 48 hours **prior** to the assignment deadline.

LECTURE QUIZZES: Quizzes must be taken in class via Respondus Lockdown browser or ATI proctoring. Students must bring a laptop to class each day with the appropriate programs installed for Respondus and ATI. Item content (anatomy, physiology, pathophysiology, basic pharmacology, assessment, fundamental nursing care, nursing interventions) on the quiz will be associated with current lecture content of the day, assigned readings, and prerecorded lectures. **There is no make-up for missed IN CLASS QUIZZES.** Absences or not taking the quiz results in a "0". Make-up quiz for Excused absences (based on true emergencies with proper documentation {see proper documentation section} AND prior notification to the lecture faculty is at the discretion of the course manager. Proper documentation must be provided by the following synchronous lecture. Documentation not provided within the specified time frame will not be honored. Absences of two or more assessments will not be excused. An at-home quiz will be assigned if a university holiday falls during our scheduled class time. The lowest QUIZ grade will be dropped, and the average of all other quizzes will make up your in-class quiz grade.

ATI: Adult Health Nursing I, students will also take the ATI Nutrition proctored exam and a custom ATI Adult Medical Surgical I exam. Before taking proctored examinations, students are required to complete all ATI practice examinations, Learning System 3.0, and Pharmacology Made Easy 4.0 modules that correspond to the content being tested on the specified proctored examinations. Refer to the *CON ATI policy* for details.

Grading Scale According to Level scored on ATI RN Nutrition Proctored Exam (subject to change, based on ATI scoring)

Below Level 1 (0.0% - 48.2%)	Level 1 (48.3% to 66.6%)	Level 2 (66.7% - 83.2%)	Level 3 (83.3% - 100.0%)
raw score	70 Points	88 Points	100 Points

Grading Scale According to proficiency levels from previous ATI RN Medical Surgical Proctored Exams (subject to change, based on ATI scoring)

Below Level 1 (0.0% - 56.6%)	Level 1 (56.7%-68.8%)	Level 2 (68.9% - 82.1%)	Level 3 (82.2% - 100.0%)
raw score	70 Points	88 Points	100Points

Students who do not pass the ATI RN Nutrition proctored and or N3709 ATI Medical Surgical (custom) exam at or above a **level 2** will be required to remediate and submit proof of completion of remediation requirements outlined in the Adult Health 1. ATI Remediation instructions located in Blackboard. Failure to complete the remediation process will result in an **Incomplete in the course** until remediation is completed.

ATI Exams are administered online and are proctored in class only. Students will be required to bring their own device, which allows access to the ATI website. Google Chrome and Mozilla Firefox are the preferred browsers for the ATI website; therefore, students are expected to download the most recent versions (available at no charge). The use of a tablet/ ipad is not supported by the ATI website; therefore, a laptop is required.

EXAMINATIONS: Examinations are scheduled during the semester and a cumulative final exam is scheduled at the end of the semester. The questions are derived from course objectives outlined for each content area presented. Content will be taught through a variety of teaching strategies such as assigned readings from the textbooks, prerecorded videos, in class discussions, and group case studies. Exam questions are based primarily on hypothetical clinical situations and are directed toward critical thinking skills, clinical reasoning, and the application of knowledge to the nursing process. Recalling prior information from previous courses may be required to aid in selecting the best answer/s effectively; students are responsible for topics assigned that are not covered in the lecture.

All students are expected to take the examinations at the scheduled time in-person via Respondus lockdown browser/ ATI. Early exams (prior to the scheduled date) are not allowed. Make-up exams are rarely given, and **ONLY** when there is a valid reason, which includes proper documentation, and contingent on the course manager being contacted **PRIOR** to class time. Failure to do so will result in receiving a zero (0%) for the exam (see University catalog, Academic Regulations). **All make-up exams will have an automatic 5% deduction.** Exams must be made-up at a time specified by the instructor, if not, there will be 10% deduction from the overall exam grade each day delayed. Proper documentation **must** be provided prior to taking the make-up exam and not after (see proper documentation section). The make-up exam will not be administered without the student providing proper documentation.

You must arrive to class on time and prepared with laptop and charger. **Extra time will not be given for exam if a student arrives to class unprepared to take exam or quiz.** Exams (and quizzes) are individual effort only. Students will be required to display their UTEP student ID card in front of them during the entire exam time. Each student will also be required to sign in and/or sign out on an attendance sheet for all exams. If the student does not bring an ID, the student will be required to show a government issued photo ID. Time loss will not be restored.

All personal items including books, backpacks, purses, computer bags, cellphones, items with internet, video, picture, or recording capability (smart watches, smart glasses), Hats (both men and women), hoods, computer bags, dark glasses, headphones are not allowed when taking the exam. Notes of any kind, additional web browsers or windows are not permitted for use during exams or quizzes. Items at individual desks are limited to pencils, highlighters, and erasers (a calculator is provided to you within the exam). The course manager reserves the right to not permit snacks and beverages based on how it is packaged. **No one may leave the room during the exams or assessments** unless completed with exam/assessment. The use of a cell phone as

a mobile hot spot is prohibited. All concerns for academic dishonesty including any other actions or behaviors deemed inappropriate will be referred to the Office of Community Standards

In-class quizzes, Unit exams, ATIs exams, and the final exam are timed. All scratch paper must be destroyed after each exam taken.

If a student experiences technology issues during an exam that needs to be brought up to the instructor immediately when the issue occurs, issues not communicated that result in a discrepancy reported by the student will not be taken into consideration for review by course faculty.

Students may challenge examination questions (on an individual basis) and must provide validation (course textbook/ATI resources/formal lecture content only) of the item challenged either in writing or via e-mail. The examination grades will NOT be final until faculty has reviewed the statistics and student comments. Exam grades are made final one week prior to the next exam. Screen shots of exam questions are not allowed during testing or exam reviews. **Test items (didactic exam and dosage calculation items) are the property of the faculty, and thus the university; writing down, taking pictures, and/or recording specific test items/answers (also includes any assessment or quiz) are NOT permitted. Students will be reported to the Office of Community Standards for compromising test security.**

Opportunities for exam reviews after exam 1, 2, & 3. Pictures, screenshots, and recordings of any kind are prohibited. All students with less than a 75% on an exam must attend the exam review session for that exam. Opportunities for individual exam review sessions will not be allowed, if a student has specific questions about their exam, they should email Mrs. Hull and or Mr. Monreal for further discussion. **Exams may not be used as study guides for the Final Exam. The Final Exam WILL NOT be available for review. Final exam questions are not recycled from previous examinations.**

The above standards apply to all students including those that take the exam at other approved locations.

If the student achieves less than 75% on any examination the student **is required to** remediate each time by:

- Completing "Exam related SOS" form listed on blackboard.
- Complete online ATI tutorials that correspond to the next exam.
- Complete online Nurselogic 2.0 located on the ATI website. Complete all four videos in their totality as well as the advanced tests.
- Schedule to meet with their assigned didactic instructor if didactic average is < 75% after exam 2.

The following are optional and highly recommended remediation resources

- Attend office hours with your didactic instructor to discuss opportunities for success.
- Attend all subsequent lectures and academic coaching sessions up until the next exam.
- Recommended to decrease work hours.

TEST PROCTORING SOFTWARE: Four course assessments (Exam 1, 2, 3, final exam, and In Class Quizzes) will make use of Respondus Lock Down Browser inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test. All exams and or Quizzes taking place in the classroom, Respondus Lockdown Browser will be required.

Please review the following guidelines:

- The assessments will only be available and proctored in person at the times identified on the course calendar.
- You have 1 attempt to take the test. Once the window closes, your answers will be saved, and no changes can be made.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- You will be required to show your student ID prior to the start of the exam.
- No notes or textbook materials are permitted during the exam.

Two course assessments (ATI Nutrition and ATI Med/Surg-Custom) will be proctored in person. You are encouraged to learn more about how to use these programs prior to the first test. Refer to ATI information under Initial Documents on Blackboard.

Plagiarism Detecting Software: Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

CLINICAL POLICIES

Attendance:

- **Punctual attendance for all clinical activities is required and tardiness and/or absenteeism will not be tolerated.** The days and times for clinical experiences are clearly posted on the class/clinical schedule and students are expected to be where assigned and to be on time.
- If a student anticipates absence or tardiness for any clinical experience, the clinical instructor or Course Manager must be notified prior to the absence or tardiness and this will only be tolerated for a single occurrence. Makeup for one incidence of tardiness and/or clinical absence will be at the faculty's discretion if there are extenuating circumstances. In case of illness, a release from a health care provider will be required to return to clinical with documentation that is signed and on an official letterhead.
- Students who are tardy and/or absent from any clinical experience will receive a formal verbal and written counseling relating to this lack of professionalism. A second occurrence of tardiness and/or absence from clinical activities will result in failure of clinical, and thus, failure of the course.
- If the facility notifies the College of Nursing that a student is not permitted to return to the facility indefinitely, this would result in failure of clinical, and thus, failure of the course.
- Students must remain in their assigned area at all times, unless approved by the clinical instructor. Failure to comply will result in failure of clinical, and thus, failure of the course.
- Required clinical experiences include hospital orientation, clinical orientation, computer orientation as required by the agency, lab demonstrations, practice sessions, simulation hospital days, pre/post conferences and direct patient care.

Clinical Clearance: Before clinical orientation, students are required to have clinical clearances that are valid through the end of the semester. Health clearances, CPR, insurance, background checks, drug screening, city-wide orientation clearances, and additional clinical requirements should be verified by the Compliance Office. Students will not be eligible for clinical participation until all clearances are verified. **See Clinical Compliance Policy.**

Clinical Preparation: Any student who is not adequately prepared for clinical will not be allowed to care for patients if doing so would violate the departmental **CON Safe & Effective Nursing Practice Policy**. Daily preparation is a major component on the clinical evaluation. **See Clinical Practicum Policy & Preceptorship Policy**

Dosage Calculation Exams: Students are required to take and pass the dosage calculation exam given in this course. The exam must be passed at 90% prior to the start of clinical. If the exam is not passed at 90%, students will have the opportunity to remediate and retest twice before clinical rotations start (a maximum of 3 attempts). Students unable to pass the dosage calculation exam after the 3 attempts will be administratively dropped from all clinical courses. The dosage calculation exam is not factored into the course grade. **See the Dosage Calculation Policy With Rounding Rules.**

HIPAA: HIPAA (Health Insurance Portability and Accountability Act of 1996) is a mandatory federal law that protects patient health information. In keeping with HIPAA guidelines, nursing students **shall not**, under any circumstance; photocopy, fax, or remove from the agency premises, any component of the patient's medical record. Failure to comply with HIPAA policies **will** result in disciplinary action that may include course failure and/or dismissal from the nursing program. In addition, legal action may be taken against the student.

Simulation: Satisfactory achievement of simulation and course related objectives is required to achieve a passing clinical grade in this course. Facilitators are available in the Simulation Lab for additional help as needed. Students who have difficulty with particular skills in the clinical area may be asked to return to the simulation lab for additional practice and check-off. See blackboard for information on attending Open Lab.

CLINICAL PERFORMANCE: Students must meet all clinical evaluation criteria with a minimum of 3 (Satisfactory level) on clinical evaluation. Clinical evaluation is based on competency in simulation lab activities, clinical assignments, AND patient care settings.

- If a student is found to be in violation of the College of Nursing Dress Code Policy at the clinical site by any clinical faculty member and or hospital staff, will be sent home for non-compliance, this will count as a clinical absence due to incomplete clinical hours for the day.
- Students must remain in their assigned clinical area at all times unless approved by the clinical instructor. Failure to comply will result in failure of clinical, and thus, failure of the course.

EVOLVE SKILLS MODULES: The required Adult Health 1 modules should be which include a Quick sheet, Extended text, Supplies, Videos, Illustrations, Checklist, and Test. To receive credit for each module, students must complete the module test with 80% or above. The module tests will be graded based on the highest score for each module, and there are unlimited attempts available. These skills modules are considered clinical practicum hours and are required for the successful completion of the clinical component of the course.

- All assigned clinical skills module tests (80% or above) must be completed prior to participation in your group's clinical skills checkoffs. Failure to complete will result in a Clinical SOS for unsafe clinical practice and incomplete clinical hours and will affect your skills checkoff grade (see Skills checkoff rubric below). Students will not be allowed to attend hospital clinical until all modules are completed as outlined here; clinical absence policy will be applied if incomplete by the time hospital clinicians begin.

SKILLS COMPETENCY ASSESSMENT: The grade is determined by the score on the first attempt. If a student scores less than 80% on the first attempt, they will need to retake the assessment until they achieve a minimum of 80% before they can attend hospital clinical rotations. However, the score for the first attempt will still be recorded.

SKILLS CHECKOFF: Students must complete required Evolve Virtual Day 1 & 2 with 80% or above prior to their scheduled skills checkoff. Students must demonstrate competency in ONE randomly selected 6th semester skill. Failure to demonstrate the randomly selected skill safely and accurately in the appropriate time frame on first attempt will require (1) attendance to 2 hours of open lab, (2) retesting of failed skill at date and time determined by the clinical instructor. See Rubric for Grading Criteria.

CLINICAL PASSPORT AND CLINICAL DOCUMENTATION: See Blackboard for the clinical calendar passport instructions and rubric, and the **N3709 Clinical Paperwork Deadlines and Student Statement of Responsibility** document. Your clinical instructor will review expectations on Hospital Orientation Day. Please see blackboard for resources available for successfully completing your clinical paperwork.

UNIVERSITY RESOURCES: STUDENT ASSISTANCE AND SUPPORT

Where you can go for assistance: **UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.**



Copyright Notice: Copyright law protects many of the materials that are posted within this course. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

***Syllabus, Didactic, and or Clinical Calendars are subject to change. Students will be notified as soon as the modification has occurred.**

UTEP EDGE Experiences in Curricular Settings

1. **Learning Communities:** Experiences of two or more linked courses where students enroll as a group and work closely with one another and with their professors.
 - a. **Assessment Through: Clinical Rotations, Didactic Lectures**
 - i. In these assignments, students are required to:
 - a. [Clinical Rotations]- Students are grouped together into small groups and rotate through clinical rotations, working with the same group in the Informatics and Mental Health course.
 - b. [Didactic Lectures]- In the classroom, students work with their clinical groups to promote consistent collaboration and knowledge sharing while having in-class discussions with the same group of students in the Mental Health course.

UTEP EDGE Advantages in Curricular Settings

1. **Communication: Written:** Students will demonstrate effective interpretation, development, and application of written communication strategies appropriate to purpose, genre, context, and audience. **Oral:** Students will demonstrate effective interpretation, development, and application of oral communication strategies appropriate to purpose, genre, context, and audience.
 - a. **Assessment Through: Clinical Documentation, Skills Testing, VSIM, SHD & SBL Simulation**
 - i. In these assignments, students are required to:
 - i. [Clinical Documentation]-
 - a. Written: Students use electronic health record (EHR) to document accurate and detailed patient information. In this documentation, students are creating an SBAR (Situation, Background, Assessment, Recommendation) based on an encounter from the clinical day. They also develop concept maps and care plans that demonstrate their ability to interpret clinical data and apply nursing knowledge to address patient diagnoses effectively.
 - b. Oral: Students participate in pre/post conference and provide oral reports using the SBAR framework. This develops their ability to deliver organized, concise, and patient-centered handoffs to peers and instructors.
 - ii. [Skills Testing]-
 - a. Written: Students complete a skills competency assessment via blackboard to reinforce competence of nursing skills learned at this point in the program.
 - b. Oral: During skills check-off testing, students verbalize each step of the skill, explaining their rationale, demonstrating clear and concise communication.
 - iii. [VSIM]-
 - a. Written: Students complete a virtual simulation by appropriately selecting assessment findings, evaluating these findings, identifying

primary patient care problems, prioritizing patient care, implementing care that meets quality, safety, and evidence-based standards, utilizing team members as appropriate, and providing patient education through a pre- and post-quiz, a written SBAR communication report, and the appropriate selection of patient care activities throughout the virtual simulation scenario

- iv. [SHD Simulation]-
 - a. Written: Students document patient care activities using the (EHR) and create a concept map and care plan to synthesize and organize their clinical reasoning.
 - b. Oral: Students in the nurse's role communicate with the standardized patient, their peers if they need help turning a patient or performing a skill, their instructor to explain rationales for interventions and the steps to essential skills such as IV start or medication administration. Students are also expected to communicate with School of Pharmacy students, simulated laboratory personnel, and medical providers as needed.
- v. [SBL Simulation]-
 - a. Written: Students review a simulated EHR to obtain priority patient information, document throughout the simulation and help understand key information such as abnormal lab values, medications, and nursing notes to document events of the encounter.
 - b. Oral: Students work in groups that include a primary nurse, a secondary nurse, a medication nurse, a family member, and an observer. The team must communicate and collaborate effectively to navigate the six steps of the NCSBN Clinical Judgement Model during the briefing, simulation, and debriefing.

2. **Confidence:** Students will articulate gains in self-confidence by identifying, evaluating, and building on their talents, abilities, strengths, and skills.

a. **Assessment Through: Clinical Rotation, Clinical Documentation, Pre/Post Conferences, SHD & SBL Simulation**

- i. In these assignments, students are required to:
 - i. [Clinical Rotation]- During clinical rotations, students apply theoretical knowledge in real-world healthcare settings under the supervision of clinical instructors. By successfully performing nursing skills such as patient assessments, medication administration, IV start, and care planning, students build confidence in their abilities. Positive feedback and constructive guidance from instructors and nursing staff reinforce their knowledge and understanding.
 - ii. [Clinical Documentation]- Students demonstrate their ability to accurately document patient care using an EHR. Completing documentation of head-to-toe assessments, nursing notes on patient care provided throughout the

shift, and reflections on their weekly strengths and skills enables students to assess their progress in the clinical rotation and course, boosting their confidence as they become immersed in the role of a nurse.

- iii. [Pre/Post Conference]- Pre- and post-clinical conferences offer a safe space for small groups of peers and their clinical instructor to share experiences, reflect on performance, and receive constructive feedback. These discussions encourage students to recognize their strengths and areas for improvement, fostering confidence in their developing skills within the nursing profession.
- iv. [SHD Simulation]-SHD simulations provide a realistic, safe, controlled environment for students to practice clinical skills and decision-making without risk to patients. Successfully navigating simulations, such as managing patient care scenarios and documenting findings, help students gain confidence in their ability to apply knowledge and problem-solving under pressure. Reflection and debriefing after simulations allow students to identify their strengths and articulate growth in their clinical and communication abilities.
- v. [SBL Simulation]- In SBL simulations, students engage in a real-world clinical scenario with a high-fidelity simulation manikin that allows students to demonstrate critical thinking, decision-making, and teamwork in a safe and controlled environment. Completing tasks such as patient assessment, prioritizing care, providing SBAR communication to a provider, and implementing the identified priority intervention builds confidence in nursing competence. Simulation debriefing provides opportunities to evaluate performance, recognize achievements, and set goals for continued growth.

3. **Critical Thinking:** Students will analyze information from multiple relevant sources that reflect contrasting viewpoints and will articulate a well-reasoned conclusion or position.

a. **Assessment Through: Exams/Quizzes, Clinical Rotations, Clinical Documentation, SHD & SBL Simulation**

- i. In these assignments, students are required to:
 - i. [Exams/Quizzes]- Require students to analyze questions critically, apply clinical reasoning, and choose the best possible answers based on evidence-based practice. Students evaluate scenarios with differing viewpoints, including prioritizing care interventions or selecting appropriate nursing education, and justify their choices, demonstrating their ability to think critically under pressure. These assessments test their capacity to synthesize knowledge from various sources, such as textbooks, lectures, case studies, and clinical experiences.
 - ii. [Clinical Rotation]- During clinical rotations, students encounter real-world patients with complex, evolving conditions. They are required to gather and analyze information from multiple sources, such as patient histories, lab results, diagnostics, and assessments. Students are challenged to prioritize

- care, consider alternative interventions, and articulate their clinical reasoning during pre- and post-conferences. By reflecting on their decisions and receiving constructive feedback, students develop the ability to evaluate differing viewpoints and defend their conclusions.
- iii. [Clinical Documentation]- Accurate and comprehensive documentation requires students to critically analyze patient data and synthesize relevant information to make clinical judgments. While documenting, students identify key findings, interpret data, and articulate evidence-based care plans.
 - iv. [SHD Simulation]- In SHD simulations, students engage with realistic scenarios that challenge them to gather data, assess patient conditions, and make critical decisions under time constraints. They must discuss various approaches to care, consider potential outcomes, and justify their clinical decisions during debriefing sessions. By reflecting on their reasoning, students enhance their ability to draw well-reasoned conclusions.
 - v. [SBL Simulation]- SBL simulations immerse students in complex patient care scenarios requiring critical analysis of data, including vital signs, patient histories, and lab values. Students must synthesize this information, evaluate perspectives from team members and different identified priorities, and make decisions that prioritize patient safety and adhere to best practices.
4. **Global Awareness:** Students will analyze and evaluate global interconnected systems to determine how those systems affect personal and/or community outcomes.
- a. **Assessment Through: Clinical Rotations, Clinical Documentation, Pre/Post Conferences**
 - i. In these assignments, students are required to:
 - i. [Clinical Rotation]- During clinical rotations, students experience the microsystem (individual hospital units, care teams) where they engage in direct patient care. They observe and participate in interdisciplinary collaboration among nurses, physicians, therapists, and other healthcare providers, analyzing how teamwork and resources within the unit influence patient care outcomes. Additionally, students encounter the macrosystem (hospital policies, healthcare organizations, national/global healthcare initiatives) regarding the delivery of care. For instance, resource availability, staffing, and quality improvement initiatives affect care efficiency and patient safety. By reflecting on these systems, students gain insight into how healthcare processes impact personal and community outcomes.
 - ii. [Clinical Documentation]- Students document clinical activities via EHR, which provides a simulated environment to how patient data is collected, shared, and used in local and system levels. Students recognize the role of documentation in connecting patient care within the microsystem (individual care teams) and informing broader macrosystem initiatives, such as quality metrics, population health management, and national standards for care. Students complete comprehensive documentation and are

- evaluated on how the data collected is used to support clinical care plans and the impact on individual patients.
- iii. [Pre/Post Conferences]- Pre- and post-clinical conferences provide opportunities for students to reflect on their experiences with both microsystems and macrosystems. Students analyze specific patient cases, discussing how social determinants of health (such as access to care, socioeconomic factors, and cultural considerations) and systematic factors (including healthcare policies and organizational priorities) influence outcomes. Instructors guide discussions on global health issues, such as healthcare disparities, population health trends, and resource allocation, helping students evaluate how systems at local, national, and global levels affect healthcare delivery.
5. **Problem-Solving:** Students will demonstrate their ability to identify a conflict or issue, analyze possible responses, and develop a plan to apply the most viable solutions.
- a. **Assessment Through: Exams/Quizzes, Clinical Rotations, Skills Testing, Clinical Documentation, SHD & SBL Simulation**
- i. In these assignments, students are required to:
- i. [Exams/Quizzes]- Exams and quizzes present students with clinical scenarios, requiring them to identify issues, analyze options, and determine the best action. Questions focus on prioritization, clinical reasoning, and application of knowledge. These assessments challenge students to synthesize information, evaluate alternative responses, and justify their decisions in a timed testing environment.
- ii. [Clinical Rotation]- During clinical rotations, students face real-world patient care challenges, such as worsening patient conditions, medical errors, ethical dilemmas, and the prioritization of care for multiple clients. Students analyze clinical information and interpret relevant patient data, including vital signs and lab results, while exploring responses to this data. Under supervision, students develop and implement care plan interventions based on evidence-based practice standards and address conflicts that arise within the healthcare team.
- iii. [Skills Testing]- Skills testing challenges students to problem-solve in real time by demonstrating competency in clinical skills (wound care, in and out catheterization, IV start, administering IV primary and Secondary fluids. Students must identify and resolve issues that arise during testing to ensure they complete the skill properly. Verbalizing their actions during testing helps students demonstrate reasoning for each step of the skill being demonstrated.
- iv. [Clinical Documentation]- Clinical documentation requires students to critically analyze patient data and identify key issues (abnormal lab results, risks for complications, or trends in vital signs). Students develop nursing care plans that include problem identification, evidence-based interventions, and solutions aimed at improving patient care outcomes.

Through documentation, students demonstrate their ability to systematically address conflicts or problems in patient care while reflecting on the effectiveness of their actions.

- v. [SHD Simulation]- In SHD simulations, students face simulated patient care situations that present unexpected challenges or conflicts, such as declining patient conditions or communication breakdowns with healthcare teams. Students are required to analyze the problem, prioritize interventions, and apply solutions to patient care needs. Post-simulation debriefings provide opportunities to reflect on their decision-making process, reinforcing problem-solving strategies for future patient care encounters.
- vi. [SBL Simulation]- SBL provides students with a complex clinical scenario that requires real-time problem-solving. Identifying a patient with an electrolyte imbalance and prioritizing care needs. Students identify the risk factors that contributed to the problem, explore assessment findings that support the problem identified, prioritize patient care interventions, communicate with the healthcare team, patient, and family member, and evaluate the outcome to their interventions. Through debriefing, students evaluate their decisions, articulate their reasoning, and explore alternative solutions to enhance their problem-solving abilities.

6. **Social Responsibility:** Students will demonstrate knowledge of ethical decision-making and commitment towards social equity and cross-cultural diversity.

a. **Assessment Through: Exams, Clinical Rotations, VSIM, SHD & SBL Simulation, Clinical Documentation**

- i. In these assignments, students are required to:
 - i. [Exams]- Exams assess students understanding of concepts such as: Assessment, Mobility, **Comfort**, Inflammation, Tissue Integrity, Cellular Regulation, Immunity, Fluids and Electrolytes, **Culture, Diversity, Health, Wellness, and Illness**, Metabolism, Elimination, Nutrition, Clotting, **Family, Infection, Patient Education, Safety, Managing Care, End-of-Life, Ethics, Grief and Loss, Palliative Care**, Clotting, Perfusion, Functional Ability, **Medical Emergencies**, Nutrition, Family, **Patient Education, Reproduction, Safety, Sexuality, Stress, Violence, Communication**, Acid–Base Balance which guide healthcare decisions. Students are tested on their ability to apply these concepts to real-world scenarios.
 - ii. [Clinical Rotation]-During during clinical rotations, students encounter a variety of patient populations and are required to make decisions that demonstrate their understanding of cultural sensitivity and social equity. They provide care for patients in low-income, immigrant, and racial or ethnic minority communities, taking into account social norms, language barriers, and socioeconomic factors when planning and delivering care. Students reflect on ethical dilemmas encountered during the clinical day on the weekly EHR clinical documentation and during clinical pre and post conferences.

- iii. [Clinical Documentation]- Clinical documentation requires students to accurately and respectfully record patient information, ensuring patient rights, confidentiality, and ethical principles are upheld. When documenting, students must consider the social and cultural context of the patient's care (psychosocial factors, educational level, language, family support) and ensure their documentation is inclusive and free from bias.
 - iv. [VSIM]- During each VSIM scenario, students face patient care situations that require navigating ethical dilemmas such as informed consent and cultural differences. The simulation allows them to practice making ethical decisions while considering the social and cultural context of the patients' backgrounds and needs. Debriefing after the simulation offers students a rationale for their appropriate or inappropriate decisions, highlighting acceptable responses to equity, justice, and cultural sensitivity.
 - v. [SHD/ SBL Simulation]- SHD and SBL simulations involve scenarios in which students care for patients facing diverse and ethically complex situations. For instance, homeless veterans and clients from Muslim religious or ethnic backgrounds, as well as non-compliant, hearing-impaired, and paraplegic individuals, present challenges that require students to navigate ethical conflicts and healthcare disparities. These experiences encourage students to apply principles of social equity and cultural humility while making decisions that respect patient values and needs. During post-simulation debriefings, students reflect on their handling of these dilemmas, identify areas for improvement, and discuss methods for incorporating inclusive care and ethical decision-making in their future practice.
7. **Teamwork:** Students will collaborate effectively with individuals and groups to accomplish a common goal while demonstrating respect and value for a diversity of perspectives.
- a. **Assessment Through: Didactic-Escape Room, Clinical Rotations, SHD & SBL Simulation**
 - i. In these assignments, students are required to:
 - i. [Didactic-Escape Room]- This activity fosters teamwork through problem solving challenges that require students to work together to solve the code to escape from each room. Students must work together, apply knowledge, and demonstrate effective collaboration under a designated time frame. This activity allows students to apply active listening, constructive feedback, and adaptability.
 - ii. [Clinical Rotation]- During clinical rotations, students work alongside interdisciplinary healthcare teams that include nurses, physicians, social workers, therapists, and family members. The students are required to collaborate and communicate effectively to provide holistic patient care. Students participate in patient care rounds, unit meetings, and change-of-shift reports, where they observe and contribute to improving patient care outcomes, provide culturally competent care, resolve conflicts, and work as a team toward a common goal.

- iii. [SHD & SBL Simulation]- In both SHD and SBL simulation scenarios, students work in environments where they must collaborate with peers and ancillary healthcare team members (charge nurse, pharmacy, laboratory, physician, family member), allowing them to experience teamwork in a multidisciplinary setting. During the simulations, students must contribute to the team by identifying problems and providing safe and effective care. They are encouraged to share ideas, respect diverse opinions, and navigate different communication styles, perspectives, expertise, and backgrounds. Debriefing sessions after the simulations provide students with the opportunity to reflect on their teamwork skills, assess the effectiveness of communication, and discuss ways to improve collaboration. Students gain insights into the importance of clear, open dialogue, mutual respect, and trust when working with diverse team members to ensure positive patient outcomes.