# NURS 4650.01E Nursing Care of Adults II

COURSE SYLLABUS: Fall 2025; Mondays 0800 – 1050; Room 261

## INSTRUCTOR INFORMATION

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## COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

**Required Textbooks:**

Bowen, C., Carey, B., Palozie, J, Reinholdt, M. (2024). *Medical-Surgical Nursing.* Rice
    University. ISBN: 9781961524402

    "[Medical Surgical Nursing](#)" by C. Brown, B, Carey, J, Palozie, and M. Reinholdt is

    licensed under cc by Open Stax. This OER is free to you.

*Nurse's drug handbook.* (2023). Jones & Bartlett Learning (Author). ISBN
    9781284274103

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**Highly Recommended Texts:**

American Psychological Association. (2020). Publication manual of the American

Psychological Association (7th ed.). American Psychological Association. ISBN:

978-1-4338-3216-1

**Software Required:**
- Microsoft Office

- ExamSoft Examplify

- Assessment Technologies Institute, LLC. (2021). https://www.atitesting.com

# Course Description

Introduces fundamental principles of pharmacology essential for nursing practice; Emphasizes understanding drug classifications, mechanisms of action, therapeutic uses, adverse effects, and nursing implications; Integrates pharmacological knowledge with nursing assessments, interventions, and patient education to promote safe and effective medication administration.

Presents advanced critical thinking and problem-solving techniques essential for managing adults facing acute or intricate health challenges. Explores the impact of acute illnesses on individuals within the context of their developmental stage, cultural background, and gender. Builds on the foundations established in Nursing Care of Adults I. Uses a comprehensive systems approach to assess and address health deviations affecting both individuals and families. Includes various high-acuity clinical experiences. Provides hands-on opportunities to merge theoretical knowledge with practical skills, recognize more complex clinical cues, and hypothesize possible solutions to prioritization to manage diverse populations with complex health care co-morbidities.

## Student Learning Outcomes

By the end of the course, students will be able to demonstrate a thorough understanding of pharmacological principles and apply this knowledge to nursing practice, ensuring safe and effective medication administration and patient care.

1. Integrate advanced clinical judgment in critical care nursing practice through use of theoretical knowledge, nursing research, evidence-based practice guidelines, and patient assessment to make timely and effective decisions for adult clients with complex medical-surgical disorders. (PLO 1, 6; AACN Essentials 1,2, 3, 4, 5, 8, 10)
2. Provide safe, and effective nursing skills and collaborative interventions with individuals experiencing complications of chronic illness. (PLO 1, 2; AACN Essentials 1, 2, 3, 5, 8)

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3. Advocate for quality care and patient safety in critical care environments by adhering to ethical standards, legal regulations, and professional codes of conduct; applying risk management principles; and maintaining accountability for nursing practice. (PLO 1, 2, 3, 5; AACN Essential 1, 2, 5, 7, 8, 10)
4. Demonstrate accountability and responsibility for own learning at levels consistent with student nurses' role for professional advocacy and ethical expectations for advanced medical surgical and emergent issues including an understanding of genomic factors affect chronic illness. (PLO 2, 5; AACN Essentials 1, 2, 5, 6,8. 10)
5. Collaborate effectively with members of the health care team to optimize patient outcomes in critical care, demonstrating respect for diverse perspectives and contributing to interdisciplinary cares planning for patients and families dealing with complex health care issues. (PLO 1, 4, 6; AACN Essentials 1, 2, 3, 6, 7, 8, 9, 10)
6. Explore how nursing informatics, including telehealth interfaces can begin to generate solutions to address the social determinants of health influence the health of rural residents and their health-seeking behaviors including telehealth interfaces (PLO 6; AACN Essentials 2, 3).
7. Explore critical care nursing practice to prioritize, delegate, and supervise care activities, and contribute to the development of a supportive and safe healthcare environment. (PLO 1, 4, 6; AACN Essentials 3, 4, 6, 7)

**Clinical Objectives**

Upon successful completion of this course, the student will be able to:

1. Apply the nursing process to plan, implement, and evaluate client care that is safe and results high-quality outcomes using critical care thinking.
2. Demonstrate critical thinking, and decision-making skills, based on standards of practice, theory, and research during nursing care.
3. Provide safe, evidence-based care in response to biopsychosocial, cultural, and spiritual needs to diverse adult clients with common and acute health care needs.
4. Utilize organizational skills, time management concepts, and evidence-based practice guidelines to determine clinical performance priorities.
5. Implement evidence-based care that reflects an understanding of the legal and ethical responsibilities of the registered nurse.
6. Communicate effectively using various therapeutic communication methodologies with all members of the health care team including the client and the client's support network.
7. Demonstrate professionalism and responsibility for own behavior and growth as an adult learner.

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# COURSE REQUIREMENTS

## Minimal Technical/Physical Skills Needed

1. Use the learning management system (D2L Brightspace, Leomail, Microsoft Office Suite, Examplify, ProjectConcert, and ATI online products.
2. Work in a standing and/or seated position and do frequent walking for twelve hours.
3. Lift and transfer clients, both adult and children, from a stooped position up to six inches from surface, and push or pull the weight of an adult up to three feet.
4. Lift and transfer clients, both adult and children from a stooped to an upright position to accomplish bed to-chair and chair-to-bed transfers.
5. Use hands, wrists, and arms to physically apply up to ten pounds of pressure in the performance of specific procedures (e.g., to control bleeding, perform CPR).
6. Respond and react immediately to verbal instructions and requests, auditory sounds from monitoring equipment, and perform auditory auscultation of clients.
7. Monitor and assess heath needs therefore must be able to hear monitor alarms, emergency signals, all auscultatory sounds, and cries for help.
8. Move freely and physically maneuver in small spaces. Possess sufficient visual acuity to perform close and distant visual activities involving objects, persons, and paperwork, as well as the ability to discriminate depth and color perception.
9. Read calibrated scales of one-hundredth increments in not more than a three-inch distance.
10. Possess sufficient fine motor skills and eye-hand coordination to use small instruments and equipment.
11. Discriminate between sharp and dull, hot and cold.
12. Perform mathematical calculations for preparation and administration of medication in a timely manner.
13. Communicate effectively, both orally and in writing, using appropriate grammar, spelling, vocabulary and word usage.
14. Comprehend verbal and written directions and make appropriate notations.
15. Access client/client information electronically and document care provided.
16. Develop the ability to make appropriate and timely decision under stressful situations.
17. Demonstrate sufficient endurance to complete a twelve-hour clinical and/or simulation laboratory experience.

## Instructional Methods

This course requires students to complete reading assignments, online activities, and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing

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critical thinking skills. Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and assignments. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation, and demonstration of course objectives.

## Student Responsibilities or Tips for Success in the Course

- Logging into the course website and email regularly for faculty communication (especially the night before class/clinical)
- Updating semester calendar with communicated changes
- Regular study (recommend a minimum 2-3 hours study/course credit hour per week). For example 3-credit course = 6 to 9 hours study time/week.
- Attendance at all class meetings, clinical, seminars and simulations
- Review and remediation of examinations.

## Advising Statement

Before being accepted and entering the nursing program, undergraduate students may have been advised by a pre-nursing advisor. However, once admitted into nursing, the nursing faculty become the student's advisor. The nursing department subscribes firmly to the chain of command because, as nurses, that is how most employers will require you to resolve issues. If you have a problem with a course, you should contact your instructor, then the course coordinator, then the department head for nursing. Therefore, any advisement questions or any other concerns you have should first be discussed with your clinical or course instructor. She/he is your advisor for that semester.

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%    B = 80%-89%    C = 75%-79%    D = 60%-74%    F = Below 60%

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# ASSESSMENTS

| Assessments - Class | Weight | SLO |
|---|---|---|
| Exams (6) 10% each | 60% | 1, 2, 3, 4, 5, 6, 7 |
| Module Pretest | 5% | 4 |
| Module Postest | 5% | 1, 4, 5, |
| ATI Assignments | 10% | 1, 2, 4 |
| EKG Project | 15% | 1, 4, 5 |
| Attendance & Participation | 5% | 1, 4, 5, 6, 7 |
| Total | 100% | |

| Clinical | Pass/Fail | SLO |
|---|---|---|
| Dosage Calculation Quiz | 2 hours | 2, 4 |
| Skill Lab | 8 hours | 1, 2, 4 |
| Clinical Site Orientation | 3 hours | 2, 4, 5, 6 |
| Pre-Clinical Assessment | 4 hours | 1, 2, 3, 4, 5, 6, 7 |
| Teamwork/Escape Room | 2 hours | 5, 7 |
| Clinical Experience | 50 hours | 1, 2, 3, 4, 5, 6, 7 |
| Integrated Preceptor Clinical | 36 hours | 1, 2, 3, 4, 5, 6, 7 |
| Simulation Experiences | 28 hours | 1, 2, 3, 4, 5, 6, 7 |
| Clinical Evaluations | 2 hours | 2, 4, 5, 7 |
| Total | 135 hours | |

A minimum grade of 75 is required to pass the course. The average of the 5 modular exams and one comprehensive final exam MUST be 75% or greater before ANY other course grades are averaged to compose the final grade. If the exam average is below 75%, the student will receive the grade of "D or F" for the course regardless of any other grade(s).

Other graded assignments will not be added to the final grade unless exam grade average is 75% or higher.

All students with an exam grade of less than 75 should review their exam. It is the student's responsibility to contact their course faculty or the Student Success Coach to set up an appointment to review the exam. The exam must be reviewed before the next scheduled exam. Only the most current exam may be reviewed. All students are welcome to review their exams by scheduling an appointment with course faculty.

Successful completion of the examinations and other required assignments will enable the student to meet the student learning outcomes.

**For Clinical Courses:**
The clinical component is PASS/FAIL and must be passed in order to pass the course. To receive a passing grade in clinical you must achieve 75% or better on each of the clinical assignments and receive a satisfactory clinical evaluation. You may redo any

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assignments one time that are less than 75% but 75% is the maximum grade you will receive for the redone assignment.

**Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.**

You must also adhere to the expected clinical behaviors. Any instance of violation of any of the objectives listed in the Student Performance and Behaviors Evaluation Form may result in clinical suspension, receipt of a Student Performance and Behaviors Evaluation form, failure of clinical, failure of the course, and/or removal from the nursing program.  See Student Guide for more information.

### For Standardized Exams:
TAMUC School of Nursing utilizes Assessment Technologies Institute (ATI) assessment materials (content mastery practice assessments and content mastery proctored assessments) to guide and assess mastery of nursing content necessary for entry into practice. Specific ATI assessment and grading guidelines are outlined in the document entitled "ATI Content Mastery Series (CMS) Assessment Grading Rubric" in the LMS module folder entitled "ATI Assessment Grading Rubric".

### Late Submissions:
It is expected that you will submit all class and clinical assignments on time. If you need an extension, it should be requested <u>before</u> the due date/time and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.
Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

### Paper Submissions:
All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

### Group Work:
All members of the group will receive the same grade on any group work. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own. It is expected that the group will make the attempt to resolve the situation within the group before instructor intervention.

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# Assessments

**Classroom Assessments**

- Module Exams
  **Exams will be administered through ExamSoft.**
  There are 5 proctored, computer-based examinations and a final comprehensive computer-based examination. The Course Schedule identifies exam dates and applicable content.  Questions will be in multiple formats, which could include multiple-choice, select all that apply, matching, sorting, short answer, hot spot, and more.
  <u>NOTE: Students arriving after the exam has begun may not be permitted entry. Students will need to take a make-up exam at a date/time schedule by faculty. Failure to arrive on time for a make-up exam may result in a zero.</u>
  <u>If an exam is missed due to illness, the student must provide a doctor's note. Failure to provide a doctor's note will result in a zero for the exam. Students can utilize the Student Health Services on campus free of charge for medical evaluation and receive a doctor's note.</u>

- Module Pretest and Posttest
  The purpose of module pretest is to implement a "flipped classroom" model, where foundational knowledge acquisition occurs before class so that in-class time can be used for higher-level learning. Advanced medical-surgical nursing is a notoriously content-heavy course, and prework is a critical strategy to help students manage this volume of information while also developing essential clinical skills. The purpose of the module posttest is to help students identify areas of weakness in preparation for course exams. Module Pretests and Posttests for each module can be found in D2L.

- ATI Assignments
  ATI assignments, such as tutorials, video case studies, and focused reviews, are designed to reinforce core nursing concepts taught in the curriculum. They help students master essential knowledge by presenting information in various interactive formats. The assignments encourage students to move beyond simple memorization and apply their knowledge to clinical scenarios, a crucial skill for safe patient care. There are multiple ATI assignments that the student must complete. Specific assignments and due dates are indicated in the course schedule.

- EKG Group Project
  The purpose of this group project is to foster teamwork and applied learning among students. Each group will be assigned a specific cardiac rhythm and tasked with collaboratively developing a creative and engaging presentation. The project requires students to research, synthesize, and present a comprehensive overview of their assigned rhythm, including its correct interpretation, the common etiologies (underlying causes), and the appropriate nursing and medical

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treatments and interventions. This exercise is designed to deepen critical thinking, communication, and clinical knowledge, preparing students to confidently manage patients with various cardiac dysrhythmias in a clinical setting. Group assignments and assigned rhythm can be found in D2L.

- Attendance and Participation
  Attendance and participation is a critical component of professional development and patient safety. Showing up to class on time and being an engaged participant helps students develop the **professionalism and accountability** expected in the healthcare workplace. It builds the habits of punctuality, responsibility, and effective communication with peers and superiors, which are all essential for collaborating with a healthcare team and ensuring positive patient outcomes. Active participation, such as asking questions and engaging in debates, forces students to **think critically** and apply their knowledge in a dynamic environment. This is a skill that's directly transferable to the fast-paced, high-stakes setting of a hospital floor.

## Class

There are a variety of assignments for this class to meet the learning outcomes and to accommodate different learning styles.  Assignment rubrics will be posted in D2L. Class meetings will occur **every Monday (0800 - 1050)**.  You are expected to come to class prepared to engage in content discussions.
**Exams will occur on selected Mondays (0800 – 0900)** per the course outline/schedule attached.

All work in this course is individual work unless specified as group work.
Any incidence of academic dishonesty (copying, plagiarism, cheating, etc.) will result in a failure of the assignment and may result in failure of the course as per the TAMUC Academic Dishonesty Policy.

## Clinical Assessments

- Dosage Calculation Quiz
  A proctored dosage calculation quiz will be administered online via ExamSoft per the course schedule, and students must score a 100%.

  The quiz will be 10 questions in length, and the questions will be short answer. Students will be given 30 minutes to complete the quiz. Students who score below 100% must meet with the course instructor to remediate. Students will have the opportunity to repeat the quiz two times to achieve a minimum score of 100. Students must submit scratch paper showing work for each math problem.

  Students will not be allowed to give medications in clinical until the exam is passed, therefore not passing the expectation for the clinical day.  A clinical failure for the day equates to a clinical absence.

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Please take mathematical calculation seriously.  Giving medications safely is a basic essential of the baccalaureate nurse.

NOTE: Students are expected to apply the Joint Commission rules regarding leading and trailing zeros:

Dose amounts **should always use leading zeros** before a decimal point for amounts less than one and **should not use trailing zeros** after a decimal point on prescription container labels of oral liquid medications.

- Skills Lab
  Skills labs in nursing school are a critical component of a student's education, providing a safe and controlled environment to learn and practice essential patient care procedures. The primary purpose is to bridge the gap between classroom theory and real-world clinical application. Attendance and active participation of skills labs are mandatory and counts toward total clinical hours.

- Clinical Site Orientation
  The purpose of a clinical site orientation is to acclimate nursing students to the clinical environment, ensuring they can function safely and effectively from their very first day. It's a mandatory session designed to introduce students to the policies, procedures, and culture of the healthcare facility where they will be gaining hands-on experience. Students will receive a basic orientation to his/her assigned facility. Prior to attending clinical experiences, students must complete the mandatory orientation provided by the clinical site and fulfill all student requirements of the clinical site.

- Pre-Clinical Assessment
  The purpose of doing a simulation as a preclinical assessment is to evaluate readiness for real-world clinical practice in a safe, controlled environment. These simulations serve as a bridge between classroom knowledge and hands-on patient care, ensuring students can apply their skills and critical thinking before they ever step into a clinical environment.

- Teamwork/Escape Room

  The team-building escape room is designed to strengthen collaboration, communication, and critical thinking among nursing students in a dynamic and engaging environment. By simulating high-pressure, time-sensitive challenges, the activity mirrors the real-world demands of nursing practice, where effective teamwork can directly impact patient outcomes.

  This immersive experience encourages participants to work together to solve complex problems, delegate responsibilities, and support one another in a fast-paced setting. It fosters trust, enhances interpersonal relationships, and helps

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students develop essential soft skills—such as leadership, active listening, and conflict resolution—that are vital in clinical settings.

Ultimately, the escape room serves as a practical, fun, and memorable way to reinforce the importance of teamwork in delivering safe, efficient, and compassionate patient care.

- Clinical Experience
  Students will engage in a variety of clinical experiences. Students should refer to the "Clinical Schedule" tab for specific assignments. Students will provide basic nursing care to assigned clients using the nursing process to help develop skills of assessment and inquiry. Accurate and thorough data collection reveals psychosocial, cognitive, and physiological conditions, which will enable the student to individualize client care and treat identified actual and/or potential health problems.

  Students will practice acquired knowledge/skills such as using professional communication, health record review/data collection, assessing vital signs, performing physical assessments, administering medications, and assisting with feeding, bathing, and transferring clients. **Students may only perform skills previously taught and verified by faculty in the skills lab.** Students should verify the ability to perform specific skills with the clinical faculty prior to performing any clinical skill.

  Some clinical experiences are "observation only". These experiences are designed to increase collaboration and teamwork and develop an understanding of the diverse healthcare team. During observation only clinical experiences, the student will collaborate with the interdisciplinary team members and identify the role of the nurse in those observational area. Skills performance is limited during observation only experiences and students are responsible for verifying which skills, if any, can be performed during the observation only experience.

  For all clinical experiences, students should arrive on time for assigned clinical experiences, be in uniform (See BSN Student Guide), and be prepared to provide nursing care to assigned clients. Clinical instructors may send students who arrive more than 15 minutes late home. All missed clinical experiences will be required to be made up. It is the responsibility of the student to communicate if they will be arriving late, or not in attendance.

- Integrated Preceptor Clinical Experience

  The preceptor-led clinical experience serves as a culminating capstone project for nursing students, providing the opportunity to transition from student to professional nurse in a structured, supportive, and real-world clinical setting. Under the guidance of an experienced RN preceptor, students integrate

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theoretical knowledge with hands-on clinical practice, refining their clinical judgment, time management, and prioritization skills.

This immersive experience allows students to take increasing responsibility for patient care while receiving real-time feedback, mentoring, and role modeling from their preceptor. It is designed to enhance professional confidence, foster accountability, and promote safe, evidence-based nursing care.

As a capstone, this experience ensures students are practice-ready, meeting program outcomes and demonstrating the competencies required for entry-level nursing practice. It also supports the development of communication, collaboration, and leadership skills essential for success in today's healthcare environment.

- Simulation Experiences
Students will attend several simulation experiences in the ETAMU Simulation Lab.  Learning through simulation facilitates the knowledge and skills essential in providing safe and competent client care. Simulation prework will be provided to students prior to each simulation experience. The purpose of the prework is to prepare students for the simulation experience. A simulation reflection paper of each experience must be submitted within 24 hours after the completion of a simulation activity.

  While attending clinical experiences in the simulation lab, the student is required to:
    - Conduct themselves as if they were in an actual client/patient care setting.
    - Wear appropriate professional attire (student uniform) including ETAMU Identification Badge.
    - Adhere to HIPAA standards and confidentiality related to all simulation-based experiences to include debrief, feedback and testing.
    - Refrain from having candy, gum, food, or liquids in client/patient care areas.
    - Treat standardized patients, simulators and manikins with consideration and respect (appropriate draping and privacy, etc.).
    - Maintain the cleanliness of each client/patient care area.
    - Check out all equipment and or supplies with the simulation lab staff (be aware that specific equipment and supplies cannot be taken out of the simulation lab).

- Clinical Evaluations

  The clinical evaluation conducted by an instructor serves as a vital component of nursing education, designed to assess a student's competence, growth, and readiness for professional practice. Through direct observation and structured

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feedback, the evaluation ensures that students are meeting the required clinical objectives and demonstrating safe, ethical, and evidence-based nursing care.

This process allows the instructor to evaluate key areas such as critical thinking, clinical judgment, communication, professionalism, and the ability to perform essential nursing skills. It also provides an opportunity to identify strengths and areas for improvement, guiding individualized learning and professional development.

Ultimately, the clinical evaluation ensures that nursing students are progressing toward entry-level competency and are prepared to provide high-quality care in diverse healthcare settings upon graduation.

# TECHNOLOGY REQUIREMENTS

## LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS).  Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

# ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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# COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

## Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:
https://community.brightspace.com/support/s/contactsupport

## Interaction with Instructor Statement

It is expected that you will check your D2L course and email regularly for communication from the instructor(s). Be sure to check the night before class/clinical. A response to any email or message will occur within two (2) business days.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via cell-phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

Faculty will make every effort to return class assignments within two weeks of submission and feedback on clinical work before subsequent work is due.

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## Course Specific Procedures/Policies

## Nursing Student Guide

Specific information regarding the nursing program and current policies and procedures can be found in the current BSN Student Guide found in the Student Success Coaching Course in D2L.

It is the student's responsibility to review and understand the policies and procedures provided in the student guidebook as all students are held to the statutes and policies therein.

## Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor(s) to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## Class

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still

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be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.

2. Class attendance is expected. The students should notify course coordinator in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course coordinator must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz. Review the BSN Student Guide for the exam absence process.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material would be covered in class. Students are expected to come to class prepared.

## Medication Administration

Medication Calculation content and quizzes will be covered in multiple courses throughout the curriculum.  Medication calculation exam(s) will occur in the following nursing courses: NURS 3620, 3630, 3531, 4541, and 4650. The number of items may range from 5 to 20 to establish competency. Other courses may choose to incorporate medication calculation in class, clinical, or exams as identified in the course syllabus.

1. A medication calculation quiz will be given prior to the start of clinical rotations. Students must achieve 100% on the quiz to administer medications.
2. In addition to being unable to administer medications, students not achieving 100% on the medication calculation exam will be required to complete mediation.
3. Scheduling of remediation is the student's responsibility. A general remediation plan is located in the course syllabus.  A specific remediation plan may be created between the student and course faculty at the discretion of the course faculty.
4. Students may remediate with their clinical faculty, course faculty, skills lab coordinator or with tutor depending on availability. The student must email in advance to schedule remediation and receive a confirmation response.
5. Students not achieving 100% on the medication calculation quiz will have the opportunity to take another mediation calculation quiz at least weekly until 100% is achieved or until the 4th week of clinical.
6. In lieu of a separate medication calculation quiz, a student who achieves 100% on medication calculation questions on a course exam will have demonstrated sufficient knowledge of mediation calculation and will be taken off of remediation. After being removed from remediation, students will be allowed to administer medication in clinical.  Clinical faculty will be notified once a student can administer medications.
7. Students who fail to achieve 100% on the medication calculation quiz by the fourth week of clinical will be suspended from all clinical activities for inability to meet minimum patient care safety requirements. Clinical hours missed during suspension must be completed before the semester's end.

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8. While on suspension, it is the student's responsibility to set up and attend remediation. Medication calculation quizzes will be set up at the discretion of the course coordinator.
9. A student may miss no more than 2 clinical experiences due to suspension before failure of the clinical portion of the course. A student must make a 100% on the medication calculation quiz during this time in order to pass the clinical portion of the course.

## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.  The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

### TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage.

### Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work.  For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

Graduate Academic Dishonesty 13.99.99.R0.10
Graduate Student Academic Dishonesty Form

### Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
East Texas A&M University
Velma K. Waters Library Rm 162

The *syllabus/schedule are subject to change.*

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services

## Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.
Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

## Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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## Department or Accrediting Agency Required Content

The Board of Nursing requires applicants, students throughout the program, graduates and licensure renewals to answer questions as to their ability to be admitted to a nursing program, sit for the NCLEX-RN exam or be re-licensed. You are responsible for checking those questions to be sure you remain in compliance. Keep in mind that your fingerprints are on file with the BON so if you should ever be arrested, they would be notified. You should notify them proactively. The link is as follows: https://www.bon.texas.gov/licensure_eligibility.asp

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# COURSE OUTLINE / CALENDAR
## NURS 4650 – Nursing Care of Adults II
## Fall 2025: Monday 0800 – 1050 in NHS 261
*See weekly module in D2L for specific page number for all reading assignments*

Week 1    Aug 25 – Aug 31        <mark>Attend Class August 25</mark>
Orientation/Syllabus Review
<mark>Read the following content:</mark>
- Week 1 Module content
- Chapter 1 Professional Medical-Surgical Nursing
- Chapter 5 Ethical Decision Making

<mark>Due August 24 @ 2359</mark>
Module 1 Pretest
<mark>Due Aug 31 @ 2359</mark>
Module 1 Posttest
Module 2 Pretest
ATI Assignments:
ATI Video Case Studies RN 3.0
- Critical Thinking/Clinical Reasoning/Clinical Judgment: Rapid Response/Clinical Emergencies
- Critical Thinking/Clinical Reasoning/Clinical Judgment: Nursing Process/Clinical Judgment

ATI Engage Adult Medical Surgical RN
- Introduction to Critical Care and Emergency Nursing

Week 2    Sept 1 – Sept 7        <mark>NO CLASS – Labor Day Holiday September 1</mark>
<mark>Read the following content:</mark>
- Week 2 Module Content
- Chapter 33 Emergency Care
- Chapter 34 Disaster and Recovery
- Chapter 35 Nursing Care of the Critically Il

<mark>Due Sept 7 @ 2359</mark>
Module 2 Posttest
Module 3 Pretest
ATI Assignments:
ATI Video Case Studies RN 3.0
- Safety: Administering Continuous IV Medication Infusions
- Safety: Dosage Calculation of Critical Care Medicine

Week 3    Sept 8 – Sept 14       <mark>Attend Class September 8</mark>
<mark>Read the following content:</mark>

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- Module 3 Content
- Chapter 10 Fluid, Electrolyte, and Acid-Base Imbalances
- Chapter 23 Shock and Sepsis

Due September 14 @ 2359

Module 3 Posttest

Module 4 Pretest

ATI Assignments:

ATI Engage Adult Medical Surgical RN

- Critical Alterations in Perfusion

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|---|---|---|
| Week 4 | Sept 15 – Sept 21 | Attend Class September 15 |

EXAM 1 Covers Content from weeks 1, 2, and 3

Read the following content:

- Module 4 Content
- Chapter 11 Gas Exchange, Airway Management, and Respiratory System Disorders
- Chapter 35 Nursing Care of the Critically Ill Patient: Respiratory Concerns

Due September 21 @ 2359

Module 4 Posttest

Module 5 Pretest

ATI Assignments:

ATI Engage Adult Medical Surgical RN:

- Critical Alterations in Gas Exchange

ATI Video Case Studies RN 3.0

- Acid Base Balance: Respiratory Acidosis
- Gas Exchange/Oxygenation: Oxygen Delivery System

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|---|---|---|
| Week 5 | Sept 22 – Sept 28 | Attend Class September 22 |

Read the following content:

- Module 5 Content
- Chapter 16 Hematopoietic Disorders and Regulation
- Chapter 29 Immunological Function

Due September 28 @ 2359

Module 5 Posttest

Module 6 Pretest

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|---|---|---|
| Week 6 | Sept 29 – Oct 5 | Attend Class September 29 |

EXAM 2 Covers Content from weeks 4 and 5

Read the following content:

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- Module 6 Content
- Chapter 12 Cardiovascular System
- Chapter 35 Nursing Care of the Critically Ill Patient: Cardiovascular Concerns

Due October 5 @ 2359
Module 6 Posttest
Module 7 Pretest
ATI Assignments:
ATI Video Case Studies RN 3.0
- Perfusion: Cardiac Catheterization With Stent
- Fluid and Electrolyte Balance: Heart Failure

Real Life RN Medical Surgical Nursing 4.0
- Myocardial Infarction Complications

**Week 7    Oct 6 – Oct 12**

Attend Class October 6
EKG Project Presentations
Read the following content:
- Module 7 Content
- Chapter 19 Gastrointestinal System and Disorders
- Chapter 35 Nursing Care of the Critically Ill Patient: Gastrointestinal Concerns
- Chapter 14 Integumentary System
- Chapter 35 Nursing Care of the Critically Ill Patient: Integumentary Concerns

Due October 12 @ 2359
Module 7 Posttest
Module 8 Posttest
ATI Assignments:
Real Life RN Medical Surgical 4.0
- GI Bleed

ATI Video Case Studies RN 3.0
- Tissue Integrity: Wound Evisceration

**Week 8    Oct 13 – Oct 19**

Attend Class October 13
EXAM 3 Covers Content from weeks 6 and 7
Read the following content:
- Module 8 Content
- Chapter 15 Cerebrovascular System
- Chapter 17 Nervous System and Chronic diseases of the Nervous System
- Chapter 35 Nursing Care of the Critically Ill Patient: Neurological Concerns
- Chapter 13 Musculoskeletal System

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- Chapter 35 Nursing Care of the Critically Ill Patient: Musculoskeletal Concerns

Due October 19 @ 2359

Module 8 Posttest

Module 9 Pretest

ATI Assignments:

ATI Engage Adult Medical Surgical RN
- Alterations in Spinal Cord Function

ATI Video Case Studies RN 3.0
- Pain: Pain Management

Week 9    Oct 20 – Oct 26

Attend Class October 20

Read the following content:
- Module 9 Content
- Chapter 20 Genitourinary and Reproductive Systems
- Chapter 35 Nursing Care of the Critically Ill Patient: Renal Concerns

Due October 26 @ 2359

Module 9 Posttest

Module 10 Pretest

ATI Assignments: Video Case Studies RN 3.0
- Fluid and Electrolyte Balance: Chronic Renal Failure
- Fluid and Electrolyte Balance: Chronic Kidney Failure and Hemodialysis
- Infection: Complications of Urosepsis Part I
- Infection: Complications of Urosepsis Part II

Week 10   Oct 27 – Nov 2

Attend Class October 27

Read the following content:
- Module 10 Content
- Chapter 21 Endocrine System and Endocrine System Disorders
- Chapter 31 Cancer

Due November 2 @ 2359

Module 10 Posttest

Module 11 Pretest

ATI Assignments

Engage Adult Medical Surgical RN
- Critical Endocrine Dysfunction
- Cancer

October 30 – LAST DAY TO DROP

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Week 11  Nov 3 – Nov 9

Attend Class November 3
EXAM 4 Covers Content from weeks 8, 9, and 10
Read the following content:
Module 11 Content
Due November 9 @ 2359
Module 11 Posttest
Module 12 Pretest
ATI Assignments:
ATI Video Case Studies RN 3.0
- Collaboration/Teamwork: Interprofessional Collaboration
- Critical Thinking/Clinical Reasoning/Clinical Judgment: Mass Causality/Disaster Management

Week 12      Nov 10 – 16

Attend Class November 10
Read the following content:
- Module 12 Content
- Chapter 37 Trends in Health-Care Technology
Due November 16 @ 2359
Module 12 Posttest
Module 13 Pretest
ATI Assignments:
ATI Nurse's Touch: Nursing Informatics & Technology
- Informatics
- Virtual Social Networks
- Information Management Systems
- Literacy Skills and Consumer Educational Needs

Week 13  Nov 17 – Nov 23

Attend Class November 17
GROUP PICTURE DAY
Read the following content:
Module 13 Content
Due November 23 @ 2359
Module 13 Posttest
Module 14 Pretest
ATI Assignments:
Engage Adult Medical Surgical RN
- End of Life
ATI Video Case Studies RN 3.0
- End of life: Palliative Care & Hospice Care

November 21 – LAST DAY TO WITHDRAW

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Week 14  Nov 24 – Nov 30          Attend Class November 24
Exam 5 Covers Content from weeks 11, 12 and 13
Read the following content:
Module 14 Content
Due November 30
Module 14 Posttest

Week 15  Dec 1 – Dec 7          NO CLASS December 1
Read the following content:
Module 15 Content

Week 16 Dec 8 – Dec 12          FINALS WEEK
Attend FINALS Dec 10 0800 - 1000
Final Comprehensive Exam

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# Rubrics