



NURS 4650.01E Nursing Care of Adults II

COURSE SYLLABUS: Spring 2026
Monday 1000 – 1350 (Lunch from 1130 – 1230)
Room: NHS 261

INSTRUCTOR INFORMATION

Course Coordinator: Natalie Moyer, MSN, RN
Office Location: NHS Building, Nursing Department # 236
Office Hours: By appointment
Office Phone: 903-886-5315
University Email Address: Natalie.Moyer@etamu.edu
Preferred Form of Communication: email
Communication Response Time: Two business days

Clinical Adjuncts:
Natalie Ortiz

Office Location: NHS Building, Adjunct Office
Office Hours: By appointment
Office Phone: 903-886-5315
University Email Address: Natalie.Ortiz@etamu.edu
Preferred Form of Communication: email
Communication Response Time: Two business days

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

The syllabus/schedule are subject to change.

[“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

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

Course Description

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)

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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)
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, Exemplify, 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 health 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 Posttest	5%	1, 4, 5,
ATI Assignments	10%	1, 2, 4
Teaching Assignment	10%	1, 2, 3, 4
EKG Project	5%	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
Teamwork/Escape Room	2 hours	5, 7
Preclinical Simulation	4 hours	1, 2, 3, 4, 5, 6, 7
Clinical Experience	36 hours	1, 2, 3, 4, 5, 6, 7
Clinical Postwork	9 hours	1, 2, 3, 4, 5, 6, 7
Integrated Preceptor Clinical	30 hours	1, 2, 3, 4, 5, 6, 7
Simulation Experiences	20 hours	1, 2, 3, 4, 5, 6, 7
Simulation Prework	10 hours	1, 2, 3, 4, 5, 6, 7
Simulation Postwork	10 hours	1, 2, 3, 4, 5, 6, 7
Clinical Evaluations	1 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.

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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 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:

ETAMU 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 before 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

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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.

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.

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.

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.

- 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. **Module pretests and posttests must be completed by the posted due dates. Once a due date has passed, no make-up opportunities will be provided, and a grade of zero (0) will be recorded for the assessment.**

- 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. **All ATI assignments must be completed by the posted due dates.**

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Once a due date has passed, no make-up opportunities will be provided, and a grade of zero (0) will be recorded for the assignment.

- **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 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.
- **Teaching assignment**
The purpose of the teaching assignment is to develop students' clinical judgment, professional accountability, and communication skills by placing them in the role of nurse-educator. Students will be assigned an advanced medical-surgical or emergent care topic and will teach this content to their peers using evidence-based sources. This assignment reinforces safe and effective nursing interventions, ethical and professional standards, and responsibility for independent learning while promoting deeper understanding of complex patient conditions and care priorities.
- **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 **Monday 1000 – 1350 (Lunch from 1130 – 1230)**. You are expected to come to class prepared to engage in content discussions.

Exams will occur on selected Mondays from 1000 – 1130 (Lunch 1130 – 1230) (Class 1230 – 1350) per the course outline/schedule attached.

The syllabus/schedule are subject to change.

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 ETAMU 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.

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

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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 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.

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Students may complete skills at the discretion and permission of the instructor. Students **must not at any time give any blood or blood products, including Rhogam. These activities are prohibited by the Texas Board of Nursing.** You may observe your nurse complete these tasks. No exceptions.

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.

For all clinical experiences, students are required to bring a printed copy of the Student Performance Evaluation form, which is available in D2L. Students should provide this form to their assigned staff member at the beginning of the clinical shift. To encourage honest and constructive feedback, responses from clinical staff should remain as anonymous as possible. When applicable, the clinical instructor will collect the completed evaluation forms at the end of the shift and review them with the student, addressing any identified concerns. All completed evaluation forms must be uploaded to D2L under the designated submission area.

A student receiving a FAIL for clinical will be required to repeat the entire course

- 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 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.

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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/Simulation Evaluations**

The clinical and simulation 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 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.

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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@ETAMU.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 ETAMU campus open computer lab, etc.

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:

The syllabus/schedule are subject to change.

<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 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.

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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 medication.
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 medication 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 medication 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.
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.

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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.ETAMU.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>

ETAMU 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

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@ETAMU.edu

Website: [Office of Student Disability Resources and Services](#)

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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 East Texas A&M 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 East Texas A&M. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The Counseling Center at East Texas A&M, 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.ETAMU.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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AI Use Policy

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East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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

The East Texas A&M University School of Nursing has full approval by the [Texas Board of Nursing](#).

Texas Board of Nursing
1801 Congress Avenue, Suite 10-200
Austin, TX 78701
P: (512) 305-7400; F: (512) 305-7401

The baccalaureate degree program in nursing and the master's degree program in nursing at East Texas A&M University are accredited by the [Commission on Collegiate Nursing Education](#).

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
202.887.6791

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COURSE OUTLINE / CALENDAR
NURS 4650 – Nursing Care of Adults II
Spring 2026: Monday 1000 to 1350 (lunch 1130- 1230) in NHS 261

Week	Course Content	Reading/Assignment/Due Dates
Week 1 Jan 12 – 18	Class Jan 12: 1000 – 1350 (lunch 1130 -1230) Orientation, Course Overview, Syllabus, Course Schedule Module 1 a) Professional Medical-Surgical Nursing b) Ethical Decision Making	Review Syllabus (D2L) Module 1 Pretest (Due 1/ 14) Read: OpenStax Med-Surg Chapter 1 OpenStax Med-Surg Chapter 5 D2L Content Module 1 Content Math Review Module 1 Posttest (Due 1/18) ATI (Due 1/14) ATI Video Case Studies RN 3.0 <ul style="list-style-type: none"> • Safety: <ul style="list-style-type: none"> ○ Administering Continuous IV Medication Infusion ○ Dosage Calculations of Critical Care Medicine
	Lab Jan 15, 2025 1000 – 1700	Module 2 Pretest (Due 1/18) Dosage Calculation Exam 1 Escape Room Blood Administration Airway Management
Week 2 Jan 19 - 25	No Class Jan 19: MLK Holiday Campus Closed Module 2 a) Emergency Care b) Disaster and Recovery c) Nursing Care of the Critically Ill	Read: OpenStax Med-Surg Chapter 33 OpenStax Med-Surg Chapter 34 OpenStax Med-Surg Chapter 35 D2L Content Module 2 Content Module 2 Posttest (Due 1/25) Module 3 Pretest (Due 1/25) ATI (Due 1/19)

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		<p>ATI Video Case Studies RN 3.0</p> <ul style="list-style-type: none"> • Critical Thinking/Clinical Reasoning/Clinical Judgment: <ul style="list-style-type: none"> ○ Rapid Response/Clinical Emergencies ○ Nursing Process/Clinical Judgment • ATI Engage Adult Medical Surgical RN <ul style="list-style-type: none"> ○ Introduction to Critical Care and Emergency Nursing
	Simulation January 22 – See clinical schedule	Simulation Post Work <u>Due 1/23 @2359</u>
	Simulation January 23 – See clinical schedule	Simulation Post Work <u>Due 1/24 @2359</u>
Week 3 Jan 26– Feb 1	<p>Class Jan 26: 1000 – 1350 (lunch 1130 -1230)</p> <p>Module 3</p> <ul style="list-style-type: none"> a) Fluids, Electrolytes, and Acid-Base Imbalances b) Shock and Sepsis 	<p>Read:</p> <p>OpenStax Med-Surg Chapter 10 OpenStax Med-Surg Chapter 23 D2L Content Module 3 Content Module 3 Posttest (<u>Due 2/1</u>) Module 4 Pretest (<u>Due 2/1</u>)</p>
	Simulation Jan 29 – See Clinical Schedule	Simulation Pre Work <u>Due 1/28@ 2359</u> Simulation Post Work <u>Due 1/30 @ 2359</u>
	Clinical – See Clinical Schedule	Clinical Post Work <u>Due @ 2359 day of clinical</u>
	Preceptor Interviews Schedule to be posted	
Week 4 Feb 2 – Feb 8	<p>Class Feb 2: <u>Exam 1 1000 – 1130</u> Covers content Modules 1 - 3 Lunch 1130 – 1230 Class 1230 – 1350 Module 4</p> <ul style="list-style-type: none"> a) Gas Exchange, Airway Management, and Respiratory Disorders b) Respiratory Concerns 	<p><i>*If you have accommodations with SDS, please schedule your exam time at least 2 weeks prior to exam or as directed by SDS Staff</i></p> <p>Read:</p> <p>OpenStax Med-Surg Chapter 11 OpenStax Med-Surg Chapter 35 D2L Content Module 4 Content Module 4 Posttest (<u>Due 2/8</u>) Module 5 Pretest (<u>Due 2/8</u>)</p>

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		<p>ATI (Due 2/8)</p> <ul style="list-style-type: none"> • ATI Video Case Studies RN 3.0 <ul style="list-style-type: none"> ○ Acid Base Balance: Respiratory Acidosis ○ Gas Exchange/Oxygenation: Oxygen Delivery System • ATI Engage Adult Medical Surgical RN <ul style="list-style-type: none"> ○ Critical alterations in Gas Exchange
	Simulation Feb 5 – See Clinical Schedule	Simulation Pre Work Due 2/4 @ 2359 Simulation Post Work Due 2/6 @ 2359
	Clinical – See Clinical Schedule	Clinical Post Work <u>Due @ 2359 day of clinical</u>
Week 5 Feb 9 – 15	<p>Class Feb 9: 1000 – 1350 (lunch 1130 -1230)</p> <p>Module 5</p> <ul style="list-style-type: none"> a) Hematopoietic Disorders and Regulation b) Immunological Function 	<p>Read:</p> <p>OpenStax Med-Surg 16 OpenStax Med-Surg Chapter 29 D2L Content Module 5 Content Module 5 Posttest (Due 2/15) Module 6 Pretest (Due 2/15)</p>
	Simulation Feb 12 – See Clinical Schedule	Simulation Pre Work Due 2/11 @ 2359 Simulation Post Work Due 2/13 @ 2359
	Clinical – See Clinical Schedule	Clinical Post Work <u>Due @ 2359 day of clinical</u>
Week 6 Feb 16 – 22	<p>Class Feb 16:</p> <p><u>Exam 2 1000 – 1130</u> Covers Content Modules 4 and 5 Lunch 1130 – 1230 Class 1230 – 1350</p> <p>Module 6</p> <ul style="list-style-type: none"> a) Cardiovascular System b) Cardiovascular Concerns 	<p><i>*If you have accommodations with SDS, please schedule your exam time at least 2 weeks prior to exam or as directed by SDS Staff</i></p> <p>Read:</p> <p>OpenStax Med-Surg Chapter 12 OpenStax Med-Surg Chapter 35 D2L Content Module 6 Content Module 6 Posttest (Due 2/22) Module 7 Pretest (Due 2/22) ATI (Due 2/22)</p>

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		<ul style="list-style-type: none"> • ATI Video Case Studies RN 3.0 <ul style="list-style-type: none"> ○ Perfusion: Cardiac Catheterization with Stent ○ Fluid and Electrolyte Balance: Heart Failure • Real Life RN Medical Surgical Nursing 4.0 <ul style="list-style-type: none"> ○ Myocardial Infarction Complications
	Simulation Feb 19 – See Clinical Schedule	Simulation Pre Work Due 2/18 @ 2359 Simulation Post Work Due 2/20 @ 2359
	Clinical – See Clinical Schedule	Clinical Post Work <u>Due @ 2359 day of clinical</u>
Week 7 Feb 23 – March 1	Class Feb 23: 1000 – 1350 (lunch 1130 -1230) Module 7 <ul style="list-style-type: none"> a) Gastrointestinal System and Disorders b) Gastrointestinal Concerns c) Integumentary System d) Integumentary Concerns 	Read: OpenStax Med-Surg Chapter 19 OpenStax Med-Surg Chapter 35 OpenStax Med-Surg Chapter 14 OpenStax Med-Surg Chapter 35 D2L Content Module 7 Content Module 7 Posttest (<u>Due 3/1</u>) Module 8 Pretest (<u>Due 3/1</u>) ATI (<u>Due 3/1</u>) <ul style="list-style-type: none"> • ATI Video Case Studies RN 3.0 <ul style="list-style-type: none"> ○ Tissue Integrity: Wound Evisceration • Real Life RN Medical Surgical Nursing 4.0 <ul style="list-style-type: none"> ○ GI Bleed
	Simulation Feb 26 – See Clinical Schedule	Simulation Pre Work Due 2/25 @ 2359 Simulation Post Work Due 2/27 @ 2359
	Clinical – See Clinical Schedule	Clinical Post Work <u>Due @ 2359 day of clinical</u>
Week 8 March 2 – 8	Class March 2: <u>Exam 3 1000 – 1130</u> Covers Content Modules 6 and 7 Lunch 1130 – 1230	<i>*If you have accommodations with SDS, please schedule your exam time at least 2 weeks prior to exam or as directed by SDS Staff</i>

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	<p>Class 1230 – 1350 Module 8</p> <ul style="list-style-type: none"> a) Cerebrovascular System b) Nervous System and Chronic diseases of the Nervous System c) Neurological Concerns d) Musculoskeletal System e) Musculoskeletal Concerns 	<p>Read: OpenStax Med-Surg Chapter 15 OpenStax Med-Surg Chapter 17 OpenStax Med-Surg Chapter 35 OpenStax Med-Surg Chapter 13 OpenStax Med-Surg Chapter 35 D2L Content Module 8 Content Module 8 Posttest <u>(Due 3/8)</u> Module 9 Pretest <u>(Due 3/8)</u> ATI <u>(Due 3/8)</u></p> <ul style="list-style-type: none"> • ATI Video Case Studies RN 3.0 <ul style="list-style-type: none"> ○ Pain: Pain Management • ATI Engage Adult Medical Surgical RN <ul style="list-style-type: none"> ○ Alterations in Spinal Cord Function
	Simulation March 5 – See Clinical Schedule	Simulation Pre Work Due 3/4 @ 2359 Simulation Post Work Due 3/6 @ 2359
	Clinical – See Clinical Schedule	Clinical Post Work <u>Due @ 2359 day of clinical</u>
March 9 - 13	SPRING BREAK	
Week 9 March 16 - 22	<p>Class March 16: 1000 – 1350 (lunch 1130 -1230) Module 9</p> <ul style="list-style-type: none"> a) Genitourinary and Reproductive Systems b) Renal Concerns 	<p>Read: OpenStax Med-Surg Chapter 20 OpenStax Med-Surg Chapter 35 D2L Content Module 9 Content Module 9 Posttest <u>(Due 3/22)</u> Module 10 Pretest <u>(Due 3/22)</u> ATI <u>(Due 3/22)</u></p> <ul style="list-style-type: none"> • ATI Video Case Studies RN 3.0 <ul style="list-style-type: none"> ○ Fluid and Electrolyte Balance: Chronic Renal Failure ○ Fluid and Electrolyte Balance: Chronic

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		<p>Kidney Failure and Hemodialysis</p> <ul style="list-style-type: none"> ○ Infection: Complications of Urosepsis Part 1 ○ Infection: Complications of Urosepsis Part 2
	Simulation March 19 – See Clinical Schedule	Simulation Pre Work Due 3/18 @ 2359 Simulation Post Work Due 3/20 @ 2359
	Clinical – See Clinical Schedule	Clinical Post Work <u>Due @ 2359 day of clinical</u>
Week 10 March 23 - 29	Class March 23: 1000 – 1350 (lunch 1130 -1230) Module 9 a) Endocrine System and Endocrine System Disorders	<p>Read:</p> <p>OpenStax Med-Surg Chapter 21 D2L Content Module 10 Content Module 10 Posttest (<u>Due 3/29</u>) Module 11 Pretest (<u>Due 3/29</u>) ATI (<u>Due 3/29</u>)</p> <ul style="list-style-type: none"> • Engage Adult Medical Surgical RN <ul style="list-style-type: none"> ○ Critical Endocrine Dysfunction
	Simulation March 26 – See Clinical Schedule	Simulation Pre Work Due 3/25 @ 2359 Simulation Post Work Due 3/27 @ 2359
	Clinical – See Clinical Schedule	Clinical Post Work <u>Due @ 2359 day of clinical</u>
Week 11 March 30 – April 5	Class March 30: <u>Exam 4 1000 – 1130</u> Covers Content Modules 8, 9 and 10 Lunch 1130 – 1230 Class 1230 – 1350 Module 11 a) Cancer	<p><i>*If you have accommodations with SDS, please schedule your exam time at least 2 weeks prior to exam or as directed by SDS Staff</i></p> <p>Read:</p> <p>OpenStax Med-Surg Chapter 21 OpenStax Med-Surg Chapter 31 D2L Content Module 11 Content Module 11 Posttest (<u>Due 4/5</u>) Module 12 Pretest (<u>Due 4/5</u>) ATI (<u>Due 4/5</u>)</p>

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		<ul style="list-style-type: none"> • Engage Adult Medical Surgical RN <ul style="list-style-type: none"> ○ Cancer
	Simulation April 2 – See Clinical Schedule	Simulation Pre Work Due 4/1 @ 2359 Simulation Post Work Due 4/3 @ 2359
Week 12 April 6 - 12	Class April 6: 1000 – 1350 (lunch 1130 -1230) Module 12 b) Trends in Health-Care Technology	<p>Read: OpenStax Med-Surg Chapter 37 D2L Content Module 12 Content Module 12 Posttest (Due 4/12) Module 13 Pretest (Due 4/12) ATI (Due 4/12)</p> <ul style="list-style-type: none"> • ATI Nurse's Touch: Nursing Informatics & Technology <ul style="list-style-type: none"> ○ Informatics ○ Virtual Social Networks ○ Information Management Systems ○ Literacy Skills and Consumer Education Needs
	Simulation April 9 – See Clinical Schedule	Simulation Pre Work Due 4/8 @ 2359 Simulation Post Work Due 4/10 @ 2359
Week 13 April 13 - 19	Class April 13: 1000 – 1350 (lunch 1130 -1230) Module 13 c) Palliative Care	<p>Read: OpenStax Med-Surg Chapter 32 D2L Content Module 13 Content Module 13 Posttest (Due 4/19) Module 14 Pretest (Due 4/19) ATI (Due 4/19)</p> <ul style="list-style-type: none"> • Engage Adult Medical Surgical RN <ul style="list-style-type: none"> ○ End of Life • ATI Video Case Studies RN 3.0 <ul style="list-style-type: none"> ○ End of Life: Palliative Care & Hospice Care

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Week 14 April 20 - 26	Exam 5 1000 – 1130 Covers Content Modules 11, 12, and 13 Lunch 1130 – 1230 Class 1230 – 1350 Module 14 Course Review	<i>*If you have accommodations with SDS, please schedule your exam time at least 2 weeks prior to exam or as directed by SDS Staff</i> D2L Content Module 14 Content Module 14 Posttest (Due 4/26)
Week 15 April 27 – May 1	NO CLASS – ATI LIVE April 28, 29, 30	
Week 16 May 4 - 8	FINALS WEEK	

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