



RNSG 1260-101CL
Foundations of Nursing Clinical
Fall 2021

Instructor Information:

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Student hours and location:

Mondays 08:00 a.m. – 5:00 p.m.

Required Textbook/Materials:

ATI. (2021). EHRTutor.

Elsevier. (2021). Clinical Skills: Essentials Collection ISBN:9780323389471.Elsevier.

HESI Comprehensive Review NCLEX-RN Exam. 6th Edition. ISBN: 9780323582452. Elsevier. Evolve.

HESI Patient Reviews. 5th Edition. ISBN: 9781437756258. Elsevier. EAQ Fundamentals. 10th Edition. ISBN:
9780323758185. Elsevier. (2021).

HESI Case Studies: Complete RN Collection (2 Year Version)—Classic Edition. (2019). Elsevier.

Gulanick and Myers (2022). Nursing Care Plans: Diagnoses, Interventions, &Outcomes. 10th Edition. ISBN:
9780323711180.

Mulholland, J., Turner, S. (2019). The nurse, the math, the meds: drugcalculations and dimensional analysis (4th
ed.). St. Louis, MO: Mosby.

Potter, P., & Perry, A. (2021). Fundamentals of nursing (10th ed.). Philadelphia, PA: F. A. Davis Company. 978-
0323677721 Potter, P., & Perry, A. (2020).

Nursing skills online 4.0 to accompanyPotter Fundamentals of nursing (10th ed.). 9780323754460.

Shadow Health. (2018). Digital Clinical Experience. Elsevier. (Version 2018_08).

Course Description:

Introductory clinical course designed to provide a beginning level of education and experience in the implementation of direct client care. Emphasis is placed on the provision of basic care to adult clients and families in structured health care settings. Opportunities are provided for the application of theory, concepts and

skills being acquired. Prerequisites: [ENGL 1301](#), [BIOL 2401](#), [BIOL 2402](#), [BIOL 2420](#), [PSYC 2301](#) with a grade of "C" or better. Co-requisites: [PSYC 2314](#), [RNSG 1331](#) and [RNSG 1413](#).

WECM End-of-Course Outcomes:

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Course requirements:

1. **EHR Tutor Assignment** – Assesses basic knowledge of documentation practices and its importance.
2. **Nursing Care Plan**—Assesses ability to create and implement a basic and final tool to systematically care for a patient.
3. **HESI RN Case Studies**—Assesses clinical reasoning for fundamental concepts of care.
4. **Elder Portfolio** – Assesses knowledge and understanding of the needs of the elderly population in a community setting.
5. **Math Quizzes**—Prepares students for the Math Competency Exam.
6. **Math Competency Exam** – Assesses proficiency in dosage calculations. Dosage calculation quizzes (3): Assess knowledge and understanding of dimensional analysis for the calculation of medication doses. Students must score a 100% on the math competency exam.
7. **Clinical Performance Evaluation**- The clinical evaluation tool is utilized to formatively and summatively evaluate the student’s clinical performance based upon all clinical assignments throughout the semester. Students must meet all essential competencies marked with an asterisk on the clinical performance evaluation tool.
8. **Shadow Health Geriatric Patient Assignments** – The goal of Shadow Health Patient Simulations is to assess essential competencies in a virtual clinical environment including patient care, prioritization, delegation, and sequential thinking. Students must achieve a 75% on each Shadow Health Patient Simulations.
9. **Bring Your A Game**—Provides student with self-analysis of Work Ethics and reinforces core values of Work Ethics.
10. **Volunteer Hours**—Provides an opportunity for students to provide face-to-face volunteer hours in the communities in which we serve.

Determination of Course Grade/Detailed Grading Formula: (methods of evaluation to be employed to include a variety of means to evaluate student performance)

Assignment with Grade Percentage	%
Beginner Care Plan—EHR Tutor on Assigned Patient	10%
End of Semester Care Plan—EHR Tutor on Assigned Patient	20%
Shadow Health Geriatrics Assignments Average	15%
HESI RN Case Studies Average	10%
Bring Your “A” Game to Work Average	5%
EHR Tutor Assignment	5%
Elder Portfolio—Turn in via Blackboard and Binder	15%
Math Quiz Average	5%
Math Competency Exam*	15%
Clinical Performance Evaluation**	Pass/Fail

Total	100%
* 100% score required to attend clinical experiences & to pass the course	
**Must meet critical competencies marked with an asterisk on the clinical performance evaluation.	

Grading Scale:

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 75.99*

D = 60 – 74.99

F = < 60

*A minimum final grade of “C” is required to pass this course.

Testing:

See policy in Nursing Student Handbook.

Late Work and Make-Up Policy:

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments policy in the Nursing Student Handbook.

Attendance Policy:

See the Attendance policy in the Nursing Student Handbook.

Tardiness:

See Attendance policy in the Nursing Student Handbook.

Classroom Conduct Policy/Student Conduct:

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook.

<http://www.com.edu/student-services/studenthandbook.php> . Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Communicating with your instructor:

ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS). If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Student Learner Outcome	Assessed via this Assignment
3. Demonstrate professional student responsibilities by following policies and procedures of the ADN Program and the clinical facility practice guidelines.	Final Clinical Performance Evaluation Tool
2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families under the supervision of clinical faculty and assigned primary nurse.	Final Clinical Performance Evaluation Tool
3. Assess the physical and mental health status of adult patients with chronic health needs using a structured data collection tool with primary and secondary sources of information.	Final Clinical Performance Evaluation Tool
4. Analyze assessment data to prioritize problems that can be addressed by the nurse.	Final Clinical Performance Evaluation Tool
5. Develop a plan of care that identifies patient goals/outcomes and nursing interventions using information from evidence-based practice in collaboration with patients, their families, and the health care team.	Final Clinical Performance Evaluation Tool
6. Implement the plan of care to provide safe, compassionate, ethical nursing care for adult patients with common health needs and their families in long-term and acute care settings.	Final Clinical Performance Evaluation Tool
7. Evaluate attainment of patient goals and related nursing interventions and modify the plan of care in response to changing patient needs.	Final Clinical Performance Evaluation Tool
8. Use standards of nursing practice to provide and evaluate patient care by seeking supervision when practice behaviors and judgments fall outside individual knowledge and expertise.	Final Clinical Performance Evaluation Tool
9. Collaborate and communicate in a timely manner with adult patients, their families, and the health care team to plan, deliver, and evaluate patient-centered care.	Final Clinical Performance Evaluation Tool
10. Serve as a health care advocate in assessing and promoting safety and quality for patients and their families.	Final Clinical Performance Evaluation Tool
11. Communicate and manage information using technology to support decision making to improve patient care.	Final Clinical Performance Evaluation Tool

Academic Dishonesty:

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism:

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website, and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also, see the Behavior/Conduct policy in the Nursing Student Handbook.

Student Concerns:

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

ANA Scope and Standards of Practice:

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

Student Handbooks:

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions:

Faculty reserves the right to make changes to the syllabus as deemed necessary.

Course outline: (include calendar with lecture topics, due dates)

DATE**COURSE ASSIGNMENTS**

<p>WEEK 1</p>	<p style="text-align: center;">Pre-Clinical MEET 8/24/2021 1300-1700 Microsoft Teams</p> <p>1300-1400 Handbook Review 1400-1415 Syllabus Overview 1415-1430 Calendar 1430-1435 Understanding a Rubric 1435-1445 Clinical Performance Evaluation 1445-1500 Simlab Overview 1500-1530 Math Competency and Quizzes 1530-1700 Intro to Dimensional Analysis and Math Modules</p> <p style="text-align: center;">Pre-Clinical MEET 8/25/2021 1300-1700 Microsoft Teams</p> <p>1300-1330 Bring Your A Game Overview 1330-1400 Elder Portfolio Overview 1400-1445 Sim Lab Overview 1445-1600 EHRTutor Overview 1600-1700 Dimensional Analysis /Math Modules Help</p>	<ul style="list-style-type: none"> • Read Syllabus • Purchase/Acquire Books and needed supplies • Begin Math Modules
<p>WEEK 2</p>	<p style="text-align: center;">Voluntary Meeting 8/31/2021 1400-1600 Room: STEAM-120</p> <p>1400-1600 Dimensional Analysis/Math Modules Help</p> <p style="text-align: center;">Voluntary Meeting 9/1/2021 1500-1600 Room: STEAM-120</p> <p>1500-1600 Dimensional Analysis/Math Modules Help</p>	<ul style="list-style-type: none"> • Practice Quiz due 9/5/21 by 2359 • Bring Your A Game: Goals of What—Why Are You Here? Due 9/5/21 by 2359 • EHRTutor Documentation Activity Assignment due 9/5/21 • All Math Modules due by 9/5/21 by 2359

WEEK 3	Math Comp #1 9/7/21 1400-1530 Room TBA	<ul style="list-style-type: none"> • Read in Nursing Care Plans Diagnosis, Interventions, & Outcomes Chapter 1 • Bring Your A Game: Goals of Who—Making the Choice Due 9/12/21 by 2359
WEEK 4	Math Comp #2 9/14/2021 Room TBA 1400-1530	<ul style="list-style-type: none"> • EHRTutor Assignment due 9/13/21 by 2359 • Bring Your A Game: Goals of Why—Refuse to Rationalize Due 9/19/21 by 2359
WEEK 5	Math Comp #3 Room TBA 9/21/21 1400-1530	<ul style="list-style-type: none"> • Bring Your A Game: Goals of Work—First Things First due 9/26/21 by 2359
WEEK 6		<ul style="list-style-type: none"> • Bring Your A Game: What—All About Me due 10/3/21 by 2359 • Shadow Health Geriatrics: Cognition and Mobility Due 10/3/2021 by 2359 • Beginner Care Plan on Shadow Health Mobility Due 10/3/2021 by 2359
WEEK 7		<ul style="list-style-type: none"> • Bring Your A Game: What—Working with Others due 10/10/21 by 2359 • Mid-Term Evaluation due 10/10/2021 by 2359
WEEK 8		<ul style="list-style-type: none"> • Bring Your A Game: What—Defining Attendance due 10/17 by 2359
WEEK 9		<ul style="list-style-type: none"> • Bring Your A Game: What--Defining Appearance due 10/24/21 by 2359
WEEK 10		<ul style="list-style-type: none"> • Bring Your A Game: What—Defining Ambition due 10/31/21 by 2359
WEEK 11		<ul style="list-style-type: none"> • Bring Your A Game: What—Defining Acceptance due 11/7/21 by 2359
WEEK 12		<ul style="list-style-type: none"> • Bring Your A Game: What—Defining Appreciation due 11/14/21 by 2359
WEEK 13		<ul style="list-style-type: none"> • Elder Portfolio due 11/21/21 by 2359

		<ul style="list-style-type: none"> • Bring Your A Game: What— Defining Accountability due 11/21/21 by 2359 • Case Studies Due Date 1: Due 11/21/2021 by 2359 Mobility Skin Integrity Sleep Patterns Urinary Patterns • Shadow Health Geriatrics: Pain, Infection, and End-of-Life Due 11/21/2021 by 2359 • Final Care Plan on Shadow Health Infection due 11/21/2021 by 2359 • Elder Portfolio due 11/21/2021 by 2359
WEEK 14		No Assignments Due
WEEK 15		<ul style="list-style-type: none"> • Case Studies Due Date 2: Due 12/3/2021 Altered Nutrition Breathing Patterns Constipation Fluid Balance Loss, Grief, and Death Perioperative Care Sensory Function • Volunteer Hours due 12/3/2021 by 2359
WEEK 16	Finals Week	

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 2. For nursing courses, please see the Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland’s Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Notice to Students Regarding Licensing:

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements:

https://www.bon.texas.gov/licensure_eligibility.asp.

Should you wish to request a review of the impact of criminal history on your potential Vocational Nurse License prior to or during your quest for a degree, you can visit this link and request a “Criminal History Evaluation”: https://www.bon.texas.gov/licensure_endorsement.asp

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Clinical Guidelines

Clinical Experiences

Students are expected to adhere to the rules and regulations outlined in the college catalog and the nursing student handbook.

Student Activities during Virtual Clinical Day

Students are expected to complete all pre- and post-clinical assignments as specified in the course syllabus. The typical clinical day may include the following experiences:

- Obtaining vital signs and physical assessment of assigned patient
- Completing AM care for patient
- Assisting patient with ADL's as needed
- Collecting specimens as ordered
- Administration of medications ordered
- Completing treatment ordered
- Documenting patient care in the simulated EHR
- Reporting assessment results and planned interventions to the clinical instructor and assigned staff nurse

The overarching goal of this clinical experience is for the student to learn to “think like a nurse”.

Permissible Clinical I Nursing Skills

Independent	RN Supervision Only	Faculty Supervision Only
Ambulation assistance	Colostomy care	Medication administration (all routes)
Binder or bandage application	External catheter application & care	Endotracheal suctioning
Heat/Cold application	Isolation care	Enema administration
Hygiene care/bed bath	IV flow rate regulation	IV calculations
Incontinence care	IV site maintenance	IV insertion
Nutritional care (feeding)	IV tubing & container changes	IV locks
Physical Assessment (Adult)	NGT maintenance	NGT feeding
ROM exercises	Non-sterile dressing changes	NGT insertion or removal
Transfers (bed to chair)	Oxygen administration	NGT medication administration
Transfers (bed to stretcher)	Pre-op care/Post-op care	Phlebotomy
Vital signs measurement	Pressure ulcer care	Providing Cast Care
	Restraint application & monitoring	Sterile dressing change
	Specimen collection	Tracheostomy suctioning & care
	Traction monitoring	Urinary catheterization
	Wound drainage device management	

Non-permissible Nursing Skills

Skills that will not be performed throughout nursing school at COM are: administration of blood, and care of a patient with an airborne illness requiring the use of an N95 face mask. The student may observe the nurse administer blood or blood products. Performance of these skills by a nursing student is considered unsafe and can result in dismissal from the program.

Medication Administration

Students must pass a Math Competency Examination with 100% accuracy in order to administer medications during the acute care experience of this clinical course. Students will have three (3) attempts to successfully pass the examination. After the first attempt, the highest possible score to

be calculated in the course grade for attempt 2 or 3 is a score of 75%. Failure to successfully pass the examination with 100% by the third attempt will result in failure of this course.

The instructor will designate medication administration day(s) for each student. Only the clinical instructor will supervise medication administration. The agency policy regarding medication administration by the student nurse will be followed at all times. Students are expected to be able to demonstrate an understanding of the prescribed medications the patient will be receiving during the time student is providing care for the patient to promote safety.

Documentation

Students will document information on the assigned patient in the simulated EHR via <http://www.ehrtutor.com>.

Clinical Conferences

Students are expected to attend and participate in post-clinical conferences at the times and places designated by the nursing faculty. Post conference learning activities are at the discretion of the clinical instructor and all students are expected to comply and complete the requested assignments.

Clinical Documentation

The following is required when documenting in EHRTutor. Additional requirements may be described by your instructor.

1. **Pathophysiology**-Identify primary health problem and examine:
 - a. Pathophysiology of Medical Diagnosis
 - b. Predisposing factors
 - c. Signs and Symptoms
 - d. Medical care
 - e. Nursing care
 - f. References

2. **Nursing Process** - You will use the nursing process to assess, diagnose, plan, implement, and evaluate the patient's care throughout the day to complete this plan.

Assess

- **Physical Assessment** - Complete a head to toe assessment on the assigned patient, including general survey and vital signs.
- **Diagnostic Studies** – Collect this data after completing morning care for your patient. Include current labs, non-routine and abnormal labs if available, and all diagnostic study results such as chest X-rays, etc. By mid-day, you should be able to discuss with the instructor any abnormal lab and/or diagnostic study results if requested.
- **Nutrition** - Collect data on the assigned patient's ordered diet. Document in EHR the type of diet, foods allowed, and sample menu to include snacks and the rationale for the diet. Determine your patient's diet at the beginning of your shift and must be able to discuss with your instructor by mid-day if requested.

- **Medication Administration Record (MAR)** - A MAR is to be completed on the patient's medications. The profile must include the following for each medication: dose, route, rate (if applicable), and frequency. You should be able to discuss the schedule, classification, indication/uses, adverse effects, nursing implications, and evaluation of effectiveness

Diagnose/Analysis

- **Note Problems** – From the assessment data, note what is abnormal (labs, vital signs, pain, subjective data, etc.). Also, note potential complications.
- **Nursing Diagnosis** - Develop three nursing diagnoses using a three-part statement that includes the *NANDA diagnostic label + the related to information + the evidence from the assessment data*. Prioritize the three nursing diagnoses using Maslow's Hierarchy of Needs. Speak with the instructor to determine the best nursing diagnosis on which to base the written care plan.

Plan

- **Goals** – Develop **one** short term goal with three evaluation criteria and one long term goal. Goals should be **s**pecific, **m**easurable, **a**ttainable, **r**elevant, and **t**imed (SMART).
- **Interventions** - Develop **three** nursing interventions to assist the patient in achieving the short-term goal. Include rationale explaining why the intervention is appropriate for the patient and cite a scientific reference supporting the action.

Implement

- Document the time the intervention was implemented and the patient's responses.

Evaluate

- Evaluate the patient's achievement of the goal. Review the evaluation criteria and note whether the patient's goal was met or not met. If goal was not met the plan may need to be revised. The patient may need more time to achieve the goal or nursing interventions may need to be changed or added.

3. Documentation/Communication

Charting

- The student will submit documentation through the simulated electronic health record at www.ehrtutor.com Students will utilize two methods of charting, flow sheets and narrative. Documentation should be done on the patient at least every two hours and should be complete and accurate.

Reporting patient information SBAR

- Complete and use the SBAR tool to communicate the patient's situation with the clinical instructor and other members of the health care team.
<http://www.ihl.org/resources/pages/tools/sbartoolkit.aspx>
- The SBAR, acronym for situation, background, assessment, and recommendation, is a tool used to communicate with members of the healthcare team.

Elder Portfolio

The Elder Portfolio is an ongoing clinical project focused on gaining a greater understanding of the needs of the elderly population. Each semester you will complete an assignment for that section of the portfolio. One elderly person is selected and assessed throughout the project. The Elder Portfolio is found in the Mentorship Course on Blackboard. Please be sure to complete Part I, II, and III.

HESI Case Studies

HESI RN Case Studies are online case studies in which the student must utilize clinical reasoning as cases unfold.. Case Studies are designed to prepare the student for to provide fundamental patient care. Only one attempt is allowed for each case study and the attempt will be recorded in BlackBoard. Instructions on how to register and log-in are in the Blackboard course.

Shadow Health

This assignment will focus on the nursing management of older adults. Theories of gerontology, aging, physical function, the impact of changes due to aging, illness, and dysfunction will all be emphasized. We will discuss health promotion through evidence-based practice interventions in this vulnerable population.

Shadow Health Technical Support:

If at any time you have any questions or encounter any technical issues regarding the Digital Clinical Experience, please contact the Shadow Health support specialists by visiting the Learner Support Page at <http://support.shadowhealth.com> for contact information and hours. You may email the Learner Support team directly at support@shadowhealth.com at any time or by calling 800.860.3241.

Dosage Calculation Quizzes

Each student will complete three (3) Dosage Calculation Quizzes in Blackboard in preparation for the math competency examination. Most of the math content is independent study. Completing the assigned reading, practice questions, and quizzes by the designated due date is imperative for success on the quizzes. Some chapters will be for review only, while others will be for review and testing.

Each of these quizzes will be calculated in the Dosage Calculation Quiz grade. If a quiz is not completed within the allotted timeframe, a grade of zero will be recorded.

Feedback on each quiz will not be given until after the quiz due date. Math assistance is available through tutoring and appointments with instructors. Please seek assistance early if you are having difficulty mastering the content.

Simulation

Simulation provides students with an experience in a simulated environment that allows students to practice skills, clinical reasoning, and experience caring for simulated patients with various health issues. Students will receive an evaluation from the simulation faculty, which will be included in the students mid- and/or final clinical performance evaluation.