

**THE UNIVERSITY OF TEXAS AT TYLER**  
**College of Nursing and Health Sciences**

**NURS3611: NURSING CARE OF THE ADULT I**  
**Spring 2009**  
**Wednesday 9AM – 11:50AM**

Coordinator: Lynn Summers, MSN, RN, CNOR

Office: BRB 2175

Phone: (903) 565-5550

E-mail: [lsummers@uttyler.edu](mailto:lsummers@uttyler.edu)

Office Hours: Thursday (12:30-3:30) and by appointment

Karen Grover, MSN, RN

Office: BRB2170

Phone: (903) 565-5554

E-mail: [Karen\\_Grover@uttyler.edu](mailto:Karen_Grover@uttyler.edu)

Office Hours: Thursday (1:00-5:00)

Nancy Torre, MSN, RN

Office: BRB2045

Phone: (903) 565-5844

E-mail: [ntorre@uttyler.edu](mailto:ntorre@uttyler.edu)

Office Hours: To be announced

Terry Steele, MSN, RN

Office: LUC225

Phone: (903) 663-8225

E-mail: [tsteele@uttyler.edu](mailto:tsteele@uttyler.edu)

Office Hours: To be announced

Virginia Buell, MSN, RN, ACNP, CCRN

Office: PAL124

Phone: (903) 727-2305

E-mail: [virginia\\_buell@uttyler.edu](mailto:virginia_buell@uttyler.edu)

Office Hours: Thursday (1:00-4:00)

**The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.**

Approved by FO: 10/02

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**I. Overview of Nursing 3611: Adult Health I****1.0 Classroom Calendar**

Week	Date	Faculty	Topic
			<b><u>LEAVE THE FIRST 2 WEEKS OPEN FOR VARIOUS LABS AND CLINICAL ORIENTATIONS!!!</u></b>
1	1/14	Summers	Care of the Perioperative Patient, Part I <i>Medication Administration Quiz 1</i>
	1/20		<b>Tyler: 1<sup>st</sup> half IV Lab (8:30-5) Skills Labs I &amp; II</b>
2	1/21	Summers	Care of the Perioperative Patient, Part II Care of Patients with Hematology/Oncology Disorders, Part I <i>Medication Administration Quiz 2 (if necessary)</i>
	<b>1/26</b> <b>12th Class Day</b>		<b>Last day to withdraw without penalty</b>
3	1/28	Summers	Care of Patients with Hematology/Oncology Disorders, Part II
4	2/4	Summers	Care of Patients with Hematology/Oncology Disorders, Part II
5	2/11	Summers	<b>Exam I</b> Care of the Patient with Respiratory Disorders, Part I
6	2/18	Summers	Care of the Patient with Respiratory Disorders, Part II
7	2/25	Buell	Care of the Patient with Respiratory Disorders, Part III
8	3/4	Summers	<b>Exam 2</b> Care of the Patient with Renal Disorders
	3/9 -3/14		<b>Spring Break</b>
	3/16		<b>MIDCLINICAL SWITCH</b> <b>Tyler: 2<sup>nd</sup> half IV Lab (8:30-5) Skills Labs I &amp; II</b>
9	3/18	Steele	Care of the Patient with Diabetes Mellitus
10	3/25	Summers	Care of the Patient with Reproductive Disorders
	3/25		<b>Last day to Withdraw with 'W'</b>
11	4/1	Grover/Buell	<b>Exam 3</b> Care of the Patient with Circulatory Disorders, Part I
12	4/8	Grover/Buell	Care of the Patient with Circulatory Disorders, Part II
13	4/15	Torre	Care of the Patient with Gastro-Intestinal Disorders , Part I
14	<b>4/21 (Tuesday)</b>		<b>Poster Presentations</b>
14	4/22	Torre	Care of the Patient with Gastro-Intestinal Disorders, Part II
15	4/29		<b>Exam 4</b>
16	5/6		<b>Final Exam</b>

## 2.0 Course Description

NURS 3611 - Nursing Care of the Adult I  
Semester Credit Hours - 6 (3 Class/3 Clinical)  
Prerequisites - All Level I courses.

Theories and concepts related to common alterations in health in the adult are presented within the framework of critical thinking and caring. Emphasis is on patient assessment, communication skills, clinical judgment and decision making skills when implementing nursing interventions and evaluating patient care outcomes. Students provide holistic nursing care to adult patients experiencing acute or chronic illness in selected structured settings.

## 3.0 Course Student Learning Outcomes

Upon successful completion of the course, the student will:

1. Utilize critical thinking to provide holistic care to adult patients and their families experiencing medical/surgical conditions.
2. Integrate research findings and knowledge from nursing and other scientific and humanistic disciplines as it relates to medical/surgical nursing.
3. Demonstrate coordination of care by collaborating with members of the interdisciplinary health care team to provide health promotion, risk education, and disease management to adult patients with medical/surgical conditions.
4. Explore medical/surgical nursing roles in a variety of selected structured settings.
5. Assume responsibility and accountability for all professional interactions to reflect interpersonal caring required for the delivery of safe, competent nursing care to adult patients experiencing medical/surgical conditions.
6. Demonstrate professional values that employ ethical, legal, and moral standards in caring for patients and their families with medical/surgical conditions.

APPROVED: Faculty Organization--1/99  
Texas Board of Nurse Examiners—04/2000

## 4.0 Textbooks

### **Required:**

ANA Foundation of Nursing Packet includes. (*Purchased in Level I*)  
*Nursing's social policy statement* (2<sup>nd</sup> Ed.) (2003). Washington, D.C.: American Nurses Association.

*Nursing: Scope and standards of practice* (2004). Silver Spring, MD: American Nurses Association.

*Code of ethics for nurses with interpretive statements* (2001). Silver Spring, MD: American Nurses Association.

Lewis, S.M., Heitkemper, M.M., Dirksen, S.R., O'Brien, P. G., & Bucher, L. (2007). *Medical-surgical nursing: Assessment and management of clinical problems*. (7<sup>th</sup> ed). St. Louis: Mosby.

Gahart, B. L., & Nazareno, A. R. (2007). *2008 Intravenous medications: A handbook for nurses and health professionals* (24th ed.). St. Louis: Mosby. **May be replaced by PDA**

College of Nursing. (current). *BSN/MSN guide for nursing students*. Tyler: The University of Texas at Tyler. *Note: Must be current version of student guide available on CON website.*

Lilley, L., Harrington, S., & Snyder, J. (2007). *Pharmacology and the nursing process* (5<sup>th</sup> Ed). St Louis: Mosby. *(Purchased in Level I)*

Required Scantrons to be used for examinations: Look for the correct form which includes F-17255-PAR-L (there are 2 of the same color so make sure to look at the form)

**Recommended:**

Recent (within the past 2 years) nursing diagnosis, lab test, IV drug, and drug reference books are required. The following texts are recommended though you may use others that you prefer (do NOT purchase new ones if you already have one from Level I):

Ackley, B.J. & Ladwig, G.B. (2006). *Nursing diagnosis handbook: A guide to planning care*. (7<sup>th</sup> ed.). St. Louis: Mosby. **May be replaced by PDA**

Anderson, K. (2006). *Mosby's dictionary of medicine, nursing & health professions*. (7<sup>th</sup> ed.). St. Louis: Mosby. **May be replaced by PDA**

Deglin, J.H. & Vallerand, A.H. (2005). *Davis's drug guide for nurses*. (9<sup>th</sup> ed.) Philadelphia: F.A. Davis. **May be replaced by PDA**

Kee, J.L. (2005). *Laboratory and diagnostic tests with nursing interventions*. (7<sup>th</sup> ed.). Upper Saddle River, N. J.: Prentice Hall. **May be replaced by PDA**

Lewis, S.M., Heitkemper, M.M., Dirksen, S.R., O'Brien, P. G., & Bucher, L. (2007). *Study guide for medical-surgical nursing: Assessment and management of clinical problems*. (7<sup>th</sup> ed.). St. Louis: Mosby.

Pagana, K.D. & Pagana, T.J. (2007). *Diagnostic and laboratory test reference*. (8<sup>th</sup> ed.) Philadelphia: Saunders. **May be replaced by PDA**

Potter, P. A., & Perry, A. G. (2005). *Fundamentals of nursing*. (6<sup>th</sup> ed.). Philadelphia: Saunders. *(Purchased Level I)*

Skipmore-Roth, L. (2007). *Mosby's 2007 nursing drug handbook*. St. Louis: Mosby. **May be replaced by PDA**

**5.0 American Disabilities Act Statement: UT TYLER COUNSELING CENTER**

"If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: <http://www.utt Tyler.edu/disabilityservices>.

**6.0 Examinations/Assignments and Grading Policy**

Completion of NURS3611 is based on satisfactory attainment of didactic and clinical criteria. Any student who fails to meet the course student learning outcomes and expectations in either the classroom or clinical area must repeat the entire courses and may not progress to the next level.

**A. Grading Policy**

**The simple average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 -74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.**

Four Unit Exams (17% each)	68%
Comprehensive Final Exam	17%
Poster Presentation	7.5%
Medication Mastery	Pass/Fail (Must be 90% or higher)
Written Clinical Work	7.5%
Clinical Mastery	Pass/Fail
Total	100%

Letter grade assigned according to the following scale:

A	90-100
B	80-89
C	75-79
D	60-74
F	60 and below

Approved FO Fall 1999

**B. Grade Replacement Policy**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12<sup>th</sup> day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) repeats during his/her career at UT Tyler. (2006-08 Catalog)

**C. Paper/Assignment Re-grading Policy**

Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

**D. Examination and Examination Review Policy**

1. Attendance for exams are mandatory
2. If absence for an exam is necessary, the student is responsible for notifying the faculty prior to the exam with an acceptable reason.
3. Students will be allowed entry to the classroom after an exam has been started **ONLY** with faculty discretion.
4. Exams will be distributed at the time class is scheduled to begin.
5. All hats/caps must be removed during exam time. All personal items such as purses, books, backpacks, notebooks, and briefcases must be left in the front of the room during testing.
6. Silence will be enforced during the exam time. In order to avoid distraction during the exam, no one will be permitted to leave the room during the exam.
7. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam.
8. Students will not share calculators during exams. Students will not bring their own calculators, cell phones, or any communicating devices into an examination
9. Exam reviews will be conducted at the discretion of the faculty. Test review may be scheduled with the faculty during office hours and within 10 school days from the return of the exam grades.
10. Any student achieving an examination grade less than 75% must schedule an appointment with the faculty within 10 school days from the return of the exam grades.

**7.0 Academic Integrity**

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the Current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students at [www.uttyler.edu](http://www.uttyler.edu); click on current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within the College of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (See BSN/MSN Nursing Student Guide for definitions).
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

## 8.0 General Expectations of Students in Adult Health I

### 8.1 Attendance

1. Attendance during lecture, clinical experiences and clinical conferences is a professional expectation and will be monitored by course faculty. Refer to the university catalog for the policy regarding student attendance and possible student consequences.
2. Students should read and understand the attendance statement in the current UT Tyler General Catalogue.
3. Students are responsible for all material discussed and all announcements made if they are absent.
4. Students must notify the instructor prior to any scheduled clinical or post clinical conference if an absence is necessary. When scheduled in the clinical agency, the students must contact the agency personnel at least one hour prior to the scheduled clinical time. If the student is going to be late, the student must notify the agency and indicate the approximate time of arrival.
5. The use of pagers and cellular phones during class and in the clinical setting is prohibited. **Due to the interference with the interactive video equipment, all cell phones are to be turned completely off during lecture.**
6. **For further information on University policies, please go to [www.uttyler.edu/academicaffairs/syllabuspolicies.pdf](http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf)**

### 8.2 Student Dress Code for the University of Texas, College of Nursing

#### A. General

It is the philosophy of the College of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

#### B. Classroom

Casual or every day business wear is recommended. This includes but is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

#### C. Professional Presentations, Ceremonies/ Graduation

Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

#### D. Items to be Avoided in all School-related Functions (including but not limited to)

Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

#### E. Laboratory

The school clinical laboratory setting is designed to simulate the health care clinical area. Students will wear clean white lab coats with name tag and UT Tyler school patch on the front left uniform jacket. Classroom attire will be worn under the lab coat.

**F. Pre or Post-clinical Experiences in the Health Care Setting**

Students may be required to attend conferences or visit the clinical areas as part of their course requirements. Students should wear lab coat with name tag and UTT school patch. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps, etc.

**G. Clinical Experience**

1. When attending any clinical experience students are required to wear the standardized student uniform and white uniform jacket with name badge and school patch. Street clothes will be worn in appropriate clinical settings as directed by the clinical faculty with the white uniform jacket, nametag and school patch (see items above to be avoided in clinical areas). Students are to remember that whenever they are visiting a clinical agency or any clinical site, they represent UT Tyler and the College of Nursing and are expected to be professional in appearance and behavior at all times.
2. When student uniforms are required for clinical experiences, as specified by the course, the following guidelines must be adhered to:
  - a) School patch on the front left of the uniform jacket and the top of the standardized uniform.
  - b) The UTT name badge will be worn in all clinical setting. Name tag must be worn above the waist, so name and title are clearly visible.
  - c) White or neutral nylon hose are worn with dress/skirt; nylon hose, knee-highs or white socks with pants. Socks must cover ankle.
  - d) Clean, white clinical shoes or white leather athletic shoes should be worn (shoes may be mostly white and if stripes or logos are on shoes, these must be minimal and light colored). No canvas shoes or athletic shoes with colored stripes or large logos.
  - e) Jewelry: wedding or engagement rings only; single stud earrings and only 1 in each lobe (no dangling or hoops); no rings or studs in the nose, tongue, lip or any other facial or body piercing (other body piercing must be covered or removed); and, no necklaces or bracelets (only Medic Alert). Must have a watch with a second hand.
  - f) Make-up, hair, and grooming should be conservative. Hair shoulder length or longer must be pulled neatly back in a ponytail or bun. Hair clips, bands, etc. shall be functional, not decorative (no bows). Mustaches and beards will be neatly groomed, clean and trimmed.
  - g) Tattoos must be covered and not visible.
  - h) Nails are to be clean and neatly trimmed to no more than fingertip length, with clear or no polish. No artificial nails in OR or L & D.
  - i) No perfume, after-shave or other strong scents since this causes nausea and /or difficulty in breathing for many patients.
  - j) Gum chewing is not allowed
  - k) Any question concerning adherence to the dress code should be directed toward the clinical instructor.
3. Failure to comply with the above requirements may result in an unexcused clinical absence and/or negative clinical evaluation.
4. If the dress code rules are broken and a change of clothes is not available, the student may be removed from the school-related function for the remainder of the day. **Appropriate disciplinary action will be taken for repeated violations of this code.**

**8.3 CPR/ Required Immunizations**

Students are responsible for providing proof of certification and immunizations prior to beginning clinical experiences. Failure to comply with the College of Nursing requirements will result in unexcused clinical absence.

**8.4 Clinical Injuries**

Hospital and other health facilities **do not cover** any medical expenses as a result of accident or injury; thus, each student is responsible for any medical or hospitalization charges that occur.

**8.5 Working Prior to Clinical**

Students working the shift prior to the assigned clinical experience are at high risk for unsafe clinical practice.

**8.6 Lecture**

1. If lecture outlines are used, they will be posted on Blackboard a minimum of two (2) working days prior to class and will be removed at midnight prior class,
2. The clinical portion of the course syllabus, handouts, and any other required course materials will be placed on blackboard.
3. All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
4. All students **MUST** complete the ERI Exam for Pharmacology during the weeks listed on the course calendar. Please make note of the dates and times and mark your calendars. This exam is computer generated and takes approximately 1 hour and 40 minutes. **You must take the exam until your score is at or above the national average and this is to be completed during the designated testing time frame.** If you do not have a passing score, you will not be able to take the final exam and **WILL RECEIVE "0" ON THE FINAL THUS FAILING THE COURSE.**
5. All nursing students are required to use their student email accounts for all correspondence (Approved FO: 2/03)

**8.7 Student Affirmation Form**

1. Each line must be initialed, signed, and dated for each course every semester.
2. The form will be placed in the student's file

**8.8 Audio/Video-Recording Agreement**

1. Any student wishing to record a class must sign this agreement no later than the second week of classes each semester. An agreement must be signed for each course every semester.
2. Due to the confidential nature of some course content, the student will provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

**II. CLASSROOM COMPONENT**

Handouts/outlines and any other required course materials will be placed on Blackboard.

**9.0 Unit Student Learning Outcomes****UNIT I: CLASSES #1 & 2  
CARE OF THE PERIOPERATIVE PATIENT****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Interpret the significance of assessment data related to the preoperative patient's health status and operative risk.
2. Discuss the legal aspects of informed consent.
3. Describe preparation of the patient for surgery.
4. Describe the nursing assessment and management of the postoperative patient.
5. Explain the nursing role in prevention and management of postoperative complications.
6. Develop a teaching plan for the postoperative patient.

**Learning Activities**

1. Lewis: 7<sup>th</sup> Ed. Chapters 18 & 20
2. Review pharmacology text
3. Observation in OR (scheduled)
4. Evaluation: Exam

**UNIT II: CLASS #2 & 3**  
**NURSING CARE OF PATIENTS WITH HEMATOLOGY/ONCOLOGY DISORDERS, PART I**

**STUDENT LEARNING OUTCOMES S:**

Upon successful completion of the course, the student will:

1. Discuss the role of the nurse in the prevention and detection of cancer.
2. Interpret the TNM classification system for cancer staging and grading.
3. Explain the nursing management and rationale for nursing interventions in the patient receiving radiation therapy, chemotherapy, and biologic response modifiers.
4. Observation in outpatient radiation and chemotherapy settings (scheduled)
5. Develop a plan of care for a patient with pancytopenia.
6. Formulate a nutritional management plan for the patient with cancer.
7. Create a plan of care to address the needs of the patient experiencing cancer-related pain.
8. Recognize the signs and symptoms of complications that can occur in advanced cancer.
9. Discuss caring behaviors that provide psychological support for the patient with cancer and the family.

Learning Activities:

1. Lewis: 7<sup>th</sup> Ed. Chapter 16
2. Review pharmacology text
3. Observation in outpatient radiation and chemotherapy settings (as scheduled)
4. Evaluation: Exam

**UNIT II: CLASS #4****NURSING CARE OF PATIENTS WITH HEMATOLOGY/ONCOLOGY DISORDERS, PART II****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Discuss nursing management of the patient with anemia.
2. Explain the nursing management of a patient with immune thrombocytic purpura.
3. Relate the nursing care of a patient with a hematologic malignancy (leukemia, lymphoma, or multiple myeloma)
4. Develop a plan of care for the patient receiving a bone marrow transplant.

**Learning Activities:**

1. Lewis: 7<sup>th</sup> Ed. Chapter 31; omit Sickle cell 696-700 and Hemophilia 707-713  
Blood Component 730-734 (will be covered on final and during IV lab)
2. Review pharmacology text
3. Demonstrate care of Central Venous Dressing in Learning Lab (scheduled)
4. Demonstrate insertion and management of IV catheter in Learning Lab (scheduled)
5. Identify the various types of venous access devices
6. Evaluation: Exam

**UNIT III: CLASS #5****CARE OF THE PATIENT WITH OXYGENATION PROBLEMS, PART I****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Describe the clinical manifestations and nursing management of problems of the nose and paranasal sinuses (Nasal fracture, rhinoplasty, epistaxis, rhinitis, influenza, sinusitis)
2. Describe the clinical manifestations and nursing management of problems of the pharynx and larynx (Acute pharyngitis, sleep apnea)
3. Describe the risk factors and warning symptoms associated with head and neck cancer
4. Discuss the nursing management of the patient with a laryngectomy.
5. Describe the methods used in voice restoration for the patient with temporary or permanent loss of speech.

**Learning Activities**

1. Review Respiratory Assessment in Lewis pgs. 542-565 (Diagnostic Studies will be covered with the appropriate respiratory conditions. Students are expected to be able to discuss nursing responsibilities associated with respective study).
2. Lewis: 7<sup>th</sup> Ed. Chapter 27
3. Review pharmacology text
4. Evaluation: Exam

**UNIT III: CLASS #6****CARE OF THE PATIENT WITH OXYGENATION PROBLEMS, PART II****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Describe the pathophysiology, types, clinical manifestations and collaborative management and nursing care of the patient with pneumonia.
2. Describe the nursing management of the hospitalized patient with tuberculosis.
3. Identify the causes, clinical management and collaborative management of pulmonary fungal disease.
4. Explain the pathophysiology, clinical manifestations, and nursing and collaborative management of bronchiectasis and lung abscess.
5. Identify the causative factors, clinical features, and management of environmental lung disease.
6. Describe the pathophysiology, clinical manifestations, diagnostic studies, therapy, complications and prognosis of patients with lung cancer.
7. Identify and prioritize appropriate nursing management of patients with lung cancer.
8. Identify and prioritize appropriate perioperative nursing management of patients undergoing pulmonary resection.
9. Discuss extrapulmonary and intrapulmonary restrictive lung disorders in terms of causes, clinical manifestations, and collaborative management.
10. Discuss pulmonary hypertension, and cor pulmonale in terms of causes, clinical manifestations and collaborative management.

**Learning Activities**

1. Lewis: Lewis: 7<sup>th</sup> Ed. Chapter 28: pp. 560-569, Look over TB pp. 569-575, 575- 585, 593-604
2. Review pharmacology text
3. Evaluation: Exam

**Unit III: CLASS #7****CARE OF THE PATIENT WITH OXYGENATION PROBLEMS, PART III****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Describe the etiology, pathophysiology, clinical manifestations and collaborative care of asthma.
2. Describe the nursing management of the patient with asthma.
3. Differentiate between the etiology, pathophysiology, clinical manifestations, and collaborative care of the patient with chronic bronchitis and emphysema.
4. Explain the nursing management of the patient with chronic bronchitis and emphysema.

**Learning Activities**

1. Lewis: 7<sup>th</sup> Ed. Chapter 29: pp. 167- 174, 607-655, 659-661
2. Review pharmacology text
3. Evaluation: Exam

**UNIT IV: CLASS #8**

**CARE OF PATIENTS WITH RENAL DISORDERS**

**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Explain the nursing management of patients with infectious urinary tract pathologies.
2. Develop a plan of care for a patient with urolithiasis.
3. Describe nursing management of the patient with a urinary diversion.

Learning Activities

1. Lewis: 7<sup>th</sup> Ed. Chapter 46: pp. 1154-1162, 1168-1175, 1188-1194
2. Review pharmacology text
3. Evaluation: Exam

**UNIT V: CLASS #9**  
**CARE OF THE PATIENT WITH DIABETES MELLITUS**

**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Describe the pathophysiology and clinical manifestations of diabetes mellitus.
2. Describe the differences between insulin-dependent (type I) diabetes and non-insulin-dependent (type II) diabetes.
3. Describe the collaborative care of the patient with diabetes mellitus
4. Describe the role of nutrition and exercise in the management of diabetes mellitus
5. Identify the pathophysiology and manifestations of the acute and chronic complications of diabetes mellitus.
6. Identify the collaborative care and nursing management of acute and chronic complications of diabetes mellitus.
7. Discuss the management of sick days for the diabetic patient

**Learning Activities:**

1. Lewis: 7<sup>th</sup> Ed. Chapter 49
2. Review pharmacology text
3. Evaluation: Exam

**UNIT VI: CLASS #10****CARE OF PATIENTS WITH RENAL/REPRODUCTIVE DISORDERS, PART II****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Compare benign and malignant breast pathologies.
2. Discuss the nursing management and treatment of breast cancer.
3. Compare benign and malignant female reproductive pathologies.
4. Discuss nursing management of the patient undergoing hysterectomy.
5. Compare risk factors, manifestations, and therapeutic management of patients with benign and malignant prostatic pathologies.
6. Discuss nursing management of patients receiving treatment for BPH and prostate cancer.
7. Explain the risk factors, manifestations, treatment, and nursing management of testicular cancer.

Learning Activities

1. Lewis: 7<sup>th</sup> Ed. Chapter 52: pp. 1343-1365,  
Chapter 54: pp. 1393-1395, 1398-1399, 1400-1409  
Chapter 55: pp. 1414- 1428, 1432-1433
2. Review pharmacology text
3. Evaluation: Exam

**UNIT VII: CLASS #11****CARE OF THE PATIENT WITH CIRCULATORY DISORDERS, PART I****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

Hypertension

1. Review the mechanisms involved in the regulation of blood pressure
2. Review the physiologic mechanisms associated with hypertension
3. Describe the clinical manifestations and complications of hypertension
4. Describe measures for the prevention of hypertension
5. Describe the nursing management of hypertension, including drug and nutritional therapy
6. Develop a teaching plan for the patient with hypertension
7. Describe the medical and nursing management of the patient with a hypertensive urgency and hypertensive emergency

Learning Activities

1. Lewis: 7<sup>th</sup> Ed. Chapter 33
2. Review pharmacology text
3. Evaluation: Exam

**UNIT VII: CLASS #12****CARE OF THE PATIENT WITH CIRCULATORY DISORDERS, PART II****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

Peripheral Vascular Disease

1. Describe the etiology and pathophysiology of peripheral arterial disease
2. Identify the major risk factors associated with peripheral arterial disease
3. Describe the pathophysiology, clinical manifestations and collaborative care of aortic aneurysms
4. Discuss the Perioperative nursing care of a patient having an aortic aneurysm repair
5. Discuss the clinical manifestations, collaborative care, and surgical management of peripheral arterial disease of the lower extremities
6. Discuss the clinical manifestations, collaborative care, and surgical management of peripheral arterial disease of the lower extremities
7. Discuss the nursing management of the patient with acute arterial insufficiency affecting lower extremities
8. Differentiate the pathophysiology, clinical manifestations and collaborative care of thromboangiitis obliterans, and Raynaud's phenomenon
9. Identify the risk factors predisposing to the development of superficial thrombophlebitis and deep vein thrombosis
10. Identify the risk factors predisposing to the development of superficial thrombophlebitis and deep vein thrombosis
11. Explain the purpose and actions of commonly used anticoagulants and nursing management of patients receiving them
12. Discuss the pathophysiology, clinical manifestations and collaborative and nursing management of venous leg ulcers
13. Describe the pathophysiology, clinical manifestations and collaborative and nursing management of pulmonary emboli
14. Describe the pathophysiology, clinical manifestations and collaborative and nursing management of varicose veins

1. Lewis: 7<sup>th</sup> Ed. Chapter 38: pp. 892-898, 900-921
2. Review pharmacology text
3. Evaluation: Exam

Congestive Heart Failure and Cardiomyopathy

Upon successful completion of the course, the student will:

1. Compare the pathophysiology of systolic and diastolic ventricular failure
2. Discuss the compensatory mechanisms involved in congestive heart failure
3. Describe the nursing and collaborative management of the patient with acute congestive heart failure and pulmonary edema
4. Describe the collaborative care and nursing management, including nutritional therapy of the patient with chronic congestive heart failure
5. Compare the pathophysiology, clinical manifestations and nursing and collaborative management of different types of cardiomyopathy

Learning Activities

1. Lewis: 7<sup>th</sup> Ed. Chapter 35
2. Review pharmacology text
3. Evaluation: Exam

**UNIT VIII: CLASS #13****CARE OF THE PATIENT WITH GASTRO-INTESTINAL DISORDERS, PART I****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Describe the etiology, clinical manifestations, complications, medical and surgical and nursing management of the patient with gastroesophageal reflux or hiatal hernia.
2. Differentiate between acute and chronic gastritis, including cause, pathophysiology, and collaborative care and nursing management.
3. Explain the etiology, clinical manifestations, collaborative care and nursing management of upper gastrointestinal bleeding.
4. Compare gastric and duodenal ulcers, including pathophysiology, clinical manifestations, complications and medical and surgical care and nursing management
5. Describe the clinical manifestations, collaborative care and nursing management of gastric cancer

**Learning Activities**

1. Lewis: 6<sup>th</sup> Ed. Chapter 42
2. Review pharmacology text
3. Evaluation: Exam

**UNIT VIII: CLASS #14****CARE OF THE PATIENT WITH GASTRO-INTESTINAL DISORDERS, PART II****STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will:

1. Describe the collaborative care and nursing management of acute appendicitis, peritonitis and gastroenteritis
2. Contrast ulcerative colitis and Crohn's disease, including pathophysiology, clinical manifestations, complications, collaborative and nursing management.
3. Differentiate among mechanical, neurogenic and vascular bowel obstructions, including causes, collaborative care, and nursing management
4. Describe the clinical manifestations and collaborative management of colorectal cancer
5. Explain the anatomic and physiologic changes and nursing management of the patient with an ileostomy or colostomy
6. Differentiate between diverticulosis and diverticulitis, including clinical manifestations, collaborative care and nursing management
7. Compare and contrast the types of hernias, including etiology and surgical and nursing management
8. Describe the types, clinical manifestations and collaborative care and nursing management of anorectal conditions

**Learning Activities**

1. Lewis: 7<sup>th</sup> Ed. Chapter 43 (Omit pages 1036-1043, 1047-1048, 1078-1082, and 1083-1084)
2. Lewis: 7<sup>th</sup> Ed. Spend extra time reading about ostomies (pages 1069-1076)
3. Review pharmacology text
4. Evaluation: Exam

### III. CLINICAL COMPONENT: N3611

#### 10.1 MEDICATION CALCULATION POLICY

1. Students are required to achieve a 90 or higher on the medication calculation exam prior to the first clinical day. Students are permitted two (2) attempts for success on the exam.
2. Students who are unsuccessful on the first attempt of the medication calculation exam must provide written evidence that remediation has taken place before being permitted second attempt.
3. If a student fails to achieve the required 90% or higher on the second attempt, the student will be required to withdraw from the course for the semester. A grade of W will be posted on the student's transcript, but will be regarded as a nursing course failure in the College of Nursing.
4. Medication calculation is a component of medication administration. Mastery of medication administration must be demonstrated in the clinical and classroom settings for successful completion of all clinical courses. In addition to the initial medication calculation exam (above), medication questions on unit exams and observation in the clinical setting will be used to assess and evaluate the clinical safety of students on an individual basis. Serious or repetitive medication and/or calculation errors may indicate unsafe clinical practice. (See Unsafe Clinical Practice Below)

#### 10.2 UNSAFE CLINICAL PRACTICE

1. Any act of omission or commission, which may result in harm to the patient, is considered unsafe clinical practice, and may result in removal from the clinical setting, disciplinary action according to the discretion of the course faculty, a negative clinical evaluation, a course failure, and/or dismissal from the program.
2. During the clinical practicum, unsafe clinical practice is defined as any one of the following: When the student:
  - a. Commits repetitive and/or a single, serious medication error.
  - b. Violates or threatens the physical, psychological, microbiological, chemical, or thermal safety of the patient.
  - c. Violates previously mastered principles/learning student learning outcomes in carrying our nursing care skills and/or delegated medical functions.
  - d. Assumes inappropriate independence in action or decisions.
  - e. Does not adhere to current CDC guidelines for infection control.
  - f. Fails to recognize own limitations, incompetence, and/or legal responsibilities.
  - g. Fails to accept moral and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the Code of Ethics for Nurses.
  - h. Arrives at clinical settings in an impaired condition as determined by the clinical instructor.
3. Failure to comply with any of the above requirements may result in an unexcused clinical and/or negative clinical evaluation.

Policy Revision and approval: Spring 2006

**10.3 OVERVIEW OF CLINICAL EXPERIENCE**

The clinical portion of 3611 has four components: (1) learning labs, (2) independent clinical experiences, (3) hospital experience including clinical paperwork, and (4) group poster presentations.

- (1) Learning labs are scheduled throughout the semester. Your clinical faculty will announce specific dates. Attendance is mandatory at all learning lab experiences. If absence is necessary, the student is responsible for notifying the instructor prior to the scheduled lab. Material covered in learning lab will appear on exams
- (2) Independent clinical experiences take place on specified days. The hours vary depending on the experience. Each student will receive an individualized schedule prior to the clinical experience. Usually there will only be one or two students at any facility.
- (3) The hospital experience will be scheduled on an individual basis. Shifts may include 7A – 3P; 7A-7P; 3P-11P; 7P-7A; or 11P-7A. Those students working with preceptors will contract for particular days. Students may work Mondays, Tuesdays, Fridays, Saturdays, or Sundays. Students who have already taken Research may also schedule clinical days on Thursday with permission of clinical faculty. Students may not utilize class time to attend clinical.
- (4) An all-day Adult Health I Poster Presentation is scheduled near the end of the semester. Students work in assigned groups and participate in a poster session that integrates theory and the clinical experiences.

**STUDENT CLINICAL EVALUATIONS ARE PLACED IN THE STUDENT'S FILE AT THE END OF THE SEMESTER FOR EACH CLINICAL COURSE**

**10.4 CLINICAL STUDENT LEARNING OUTCOMES**

Upon successful completion of NURS 3611 clinical experience, the student will have demonstrated the ability to:

1. Assess the adult patient with medical-surgical conditions for health status and health needs.
2. Identify actual and potential problems for the adult patient based on assessment data.
3. Formulate an individualized plan of care with appropriate interventions and patient outcomes for the adult patient.
4. Implement nursing actions that are based on current theory and research.
5. Evaluate the effectiveness of nursing interventions in meeting the expected outcomes.
6. Revise the plan of care when the expected outcomes are not met.
7. Coordinate nursing care for a minimum of three patients with medical-surgical conditions through collaboration with the individual, family, and other health care providers, utilizing critical decision making and time management skills.
8. Demonstrate responsibility and accountability for own actions.
9. Abide by the laws and standards designated by The University of Texas at Tyler College of Nursing, Texas State Board of Nurse Examiners, and the American Nurses Association Code of Ethics.
10. Project a professional image by adhering to the dress code and meeting the attendance requirements.
11. Document in a comprehensive, organized, and clearly stated manner the nursing care delivered.
12. Communicate with the clinical faculty and other health care providers regarding patient status.
13. Establish effective working relationships with clinical faculty, facility personnel, peers, patients and patient's families.
14. Provide safe care by accurately administering medications in real and simulated situations.
15. Accurately identify safety risks and appropriately intervene to provide a safe patient environment.

APPROVED: Faculty Organization--11/1999  
Board of Nurse Examiners—04/2000

**10.5 LEARNING LABORATORY GUIDELINES**

1. The learning lab provides the student the opportunity to become familiar with equipment and to practice nursing skills in a non-threatening environment. In order to make the best use of time in the learning laboratory, it is required that the student reads material and completes study guide assignments prior to coming to lab.
2. In addition to the assigned readings, videotapes and accompanying books with overheads are available for overnight checkout from the learning lab. These should be viewed prior to the scheduled lab.
3. Attendance is mandatory as the student will be required to have the instructor check them off when a skill has been satisfactorily demonstrated.
4. Students should bring the "Skills Checklist" from the Nursing Student Handbook that address the content covered in lab.
5. If a student is unable to attend a scheduled learning lab, it is the student's responsibility to arrange a time to be checked off by the Learning Lab Instructor.
6. Content covered in lab will be included on unit exams and the final exam.
7. Old clothes are recommended for the IV lab as the "blood" in the IV arms will stain.
8. Criteria in your book from competencies will be used to evaluate mastery of the clinical skills.

**You will receive the necessary equipment on the day of lab.**

**See Blackboard for student learning outcomes, learning activities, and evaluation.**

**10.6 INDEPENDENT EXPERIENCES GUIDELINES**

1. Each student will have the opportunity to observe the various roles of the RN and other health care providers in four alternate settings. Clinical faculty arrange for the experiences and assign students early in the semester to particular days and sites. Students must wear the approved student uniform to all experiences unless otherwise directed by the clinical faculty.
2. Students should prepare for the independent experience by completing the required readings and reviewing the student learning outcomes prior to attending each experience.
3. Arrive on time and respect the fact that students are guests in the facility. The RN's first responsibility is to the patient.
4. If the student or RN in the facility have any questions about student participation in an activity at the independent experience, the clinical faculty should be paged for clarification.
5. Student independent experiences will be enhanced by a positive, enthusiastic, and curious attitude. Remember every student is an ambassador for UT-Tyler and The College of Nursing.
6. Students will bring a copy of the Independent Experience Evaluation (Assignments) to each independent experience. Personnel at the site will complete an evaluation of the student at the end of the experience. The student should submit the evaluation in a sealed envelope (provided by the clinical instructor) to the clinical faculty the next scheduled class day.
7. Students will wear school uniform with patch and name badge to all Independent Experiences.

**See Blackboard for student learning outcomes, learning activities, and evaluation.**

**10.7 HOSPITAL EXPERIENCE GUIDELINES**1. Clinical Hours

The specific hours spent in the acute care setting are determined on an individual basis. Most students will be working with a clinical preceptor and hours will be determined by contract with the preceptor. Students may work any shift on any non-class days as determined by their clinical faculty. Clinical faculty will assist students in scheduling the clinical hours at the beginning of the semester.

2. Practice Parameters

Students are responsible for practicing within the limits of their education and experience as delineated by the Texas Board of Nurse Examiners Nurse Practice Act and the assigned acute care facility policies. Any questions about performing a particular intervention should be referred to the clinical faculty. The Nursing Skills Checklist (Nursing Student Handbook) should be with the student at all times when in the clinical setting and updated each day the student is in the acute care facility.

3. Clinical Hours Log

Clinical hours log is to be completed each day a student is in clinical. **At least two personal goals should be identified for the day prior to beginning the shift.** Goals should reflect increased complexity as the clinical experience progresses. These should be shared with the preceptor. **The preceptor must sign the log at the end of the day.**

4. Comparative Worksheet

Students are expected to complete the Comparative Worksheet on assigned patient as directed by the clinical faculty. Each student will submit a (1) Comparative Worksheet with minimum grade of 75%. Due dates are determined by the clinical faculty.

6. Clinical Conferences

Students will discuss their clinical experiences and nursing care for their patients at regularly scheduled conferences. Clinical faculty will determine the times.

7. Clinical Performance Evaluation

Faculty/Student will complete a Clinical Evaluation Tool midway through the clinical if determined necessary by the clinical instructor and at the end of the clinical experience. A specific description of the student learning outcomes follows the Evaluation Tool.

**All clinical paperwork forms and evaluation criteria are under the Clinical tab of Blackboard site.**

**Posted on Blackboard under the Clinical tab:**

**Clinical Hours Log**

**Comparative Worksheet Guidelines (grading criteria) and forms**

**Poster Presentations Guidelines**

**Clinical Performance Evaluation and criteria**

## 10.8 STUDENT ACCOUNTABILITY

In addition to the hospital experience guidelines delineated in 10.4, students must be aware of the following:

1. Students may NOT:
  - a. transcribe or note physician's orders
  - b. witness operative or procedural permits
  - c. perform any skill that violates the Nurse Practice Act, even if under a physician's supervision (e.g.: intubation of a patient)
2. Students MUST be supervised by the instructor or staff nurse when:
  - a. performing any IV-related procedures (including IV initiation, hanging solutions or changing tubing, flushes, IVPB, IVP)
  - b. signing out narcotics
  - c. performing an unfamiliar skill
3. If present during a code, a student may:
  - a. perform CPR
  - b. NOT administer drugs or perform skills other than basic CPR
4. If student knows that he/she will be late or absent from clinical, the student must notify the assigned clinical unit at least sixty (60) minutes prior to the beginning of the shift and clinical faculty in a timely manner.
5. A student may be sent home with an unexcused absence from clinical for four primary reasons (not exclusive):
  - a. tardiness
  - b. unprepared for patient care (written or otherwise)
  - c. violation of dress code
  - d. violation of safe patient care
6. Charting will be done according to hospital policy. In general, the following guidelines exist regardless of the format of any individual institution:
  - a. Charts should be "opened" within one hour of beginning of shift. This reflects your initial assessment, which would include: if pt. awake or sleeping; status of pain, IV, dressings, tubes, drainage; visitors present; location of call bell; and all variations from normal findings.
  - b. If hospitals use flow sheets that have objective assessment data, it is not necessary to repeat this information.
  - c. In closing note at the end of the shift, indicate how patient's assessment has changed since last written assessment.
  - d. I & O records must be completed and charted on appropriate form one hour prior to the end of the shift. Remember this includes emptying and/or measuring all drainage bags and pouches (e.g.: Foleys, ostomies, T-tubes, hemovacs, Jackson-Pratts, NG canisters, chest tubes, IVs). As you coordinate care with unlicensed personnel, it is your responsibility to ensure those tasks are completed and documented.
  - e. Vital signs must be charted on the graphic before going on break. Noon vitals can be done as early as 1100.

- f. Medications can be given within 30 minutes of any prescribed time. For optimal time management, it is recommended that you give them 15-30 minutes before the prescribed time.
- g. Make all attempts to chart your regularly scheduled medications immediately after giving them. PRNs must be charted immediately after administration.
- h. Whenever you administer a PRN medication, document evaluation of effectiveness within 30 minutes.
- i. Correct mistaken entries according to hospital protocol. Do not erase or scribble through an incorrect entry. Usual protocol is to make one line through the incorrect entry, write "error" and your initials.

**Student Affirmation Form**

\_\_\_\_\_ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

\_\_\_\_\_ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

\_\_\_\_\_ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

\_\_\_\_\_ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

\_\_\_\_\_ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing

\_\_\_\_\_ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

\_\_\_\_\_ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

\_\_\_\_\_ I will not allow any other student access to any of my paperwork for the purpose of copying.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Printed Name

NURS3611  
Course

Approved: University of Texas System-Spring 1996  
Faculty Organization-Spring 1996  
Faculty Organization: December 8, 2000  
Revised: Fall 2000; May 2004, Summer 2005

**AUDIO/VIDEO-RECORDING AGREEMENT**

I have been given permission to record the following class, NURS3611.

I understand that, the recordings are for my personal studies only. I realize that lectures recorded may not be shared with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

\_\_\_\_\_

Print Name

\_\_\_\_\_

Date

\_\_\_\_\_

Signature of Student

\_\_\_\_\_

NURS3611

Course Number

I have erased all recordings made during this current semester in NURS3611.

\_\_\_\_\_

Signature of Student

\_\_\_\_\_

Date

(Revised with permission from TCU  
Approved FO: 10/06)