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Dr. Mary Beth Reid: Section 600 maryreid@uta.edu  
Dr. Ahmad Hamdan: Section 601 ahamdan@uta.edu

By Appointment

(3-6), 5 Credit Hours: Lecture (Theory) 45 hrs; Clinical 90 hrs

Didactic: online

Clinical: Day and location will vary per clinical group.

Use of critical thinking, therapeutic nursing interventions, and communication skills in promoting quality of life for persons with complex health needs. Application of nursing roles in diverse settings.

At the conclusion of the course, the student will be able to:

1. Synthesize current evidence and theoretical knowledge to deliver competent, culturally sensitive, developmentally appropriate holistic care for persons with complex health needs.
2. Demonstrate analytical, logical reasoning in the implementation of the nursing process for persons with complex health needs.
3. Provide progressively independent safe, quality nursing care for persons with complex needs upholding ethical and legal standards.
4. Collaborate effectively with patients; families, and the interdisciplinary team using oral, written, and non-verbal communication in providing comprehensive care to persons with complex health needs.
5. Demonstrate leadership skills in ethical behavior and conflict management while caring for the patient with complex needs.
6. Provide cost-effective care to patients with complex health care needs.
7. Provide progressively independent safe, quality nursing care for persons with complex needs upholding ethical and legal standards.
8. Incorporate multiple technologies into all aspects of care to complex patients.
Required Textbooks and Other Course Materials:

Hinkle & Cheever: *Brunner & Suddarth’s Textbook of Medical-Surgical Nursing*, 14th Edition: You can purchase either the hardcopy print textbook package or if you don’t wish to invest in the hardcopy of the book then you can purchase online access only (less expensive).

Lippincott CoursePoint for Brunner & Suddarth’s Textbook of Medical-Surgical Nursing 14e (includes printed textbook along with access to the ebook and PrepU). ISBN 978-1-4698-5278-2 (From N3561) or Lippincott CoursePoint for Brunner & Suddarth’s Textbook of Medical-Surgical Nursing 14e (includes access to ebook and PrepU without a printed textbook. ISBN 978-4698-5274-4 (From N3561)

- Req. for all Senior 1 students: **safeMedicate** (from Junior 1) Group = **2018 (A)** AO BSN
- Req. for all Senior 1 students: **ATI** (from Junior 1) Group = **Cohort 1219 C19 CDN006244824**
- Senior 1 N4581 Nurse Pack from the bookstore.
- Course syllabus: Available **online** for course NURS 4581 or from UTA Nursing web site.
- **You are responsible for all material in the syllabus.**
- Lab and Clinical forms **are posted online**. Students are responsible for printing forms and bringing them to clinical.

Optional Textbooks/Resources:

- **Books from previous courses**: Please utilize textbooks from Nursing Foundations, Pathophysiology, Pharmacology, and Anatomy & Physiology.
- Any EKG book or Critical Care book that you find helpful
- For challenging practice questions to prepare you for NCLEX you may want to consider purchasing the **UWorld NCLEX Question Bank**. NCLEX style questions with in-depth rationales. [http://bit.ly/uworlduta](http://bit.ly/uworlduta)

**DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS WITH DUE DATES:**

Course Schedule with dates and assignments available on Canvas and at the end of this document.

- Exam I (50-60 questions) 18%
- Exam II (50-60 questions) 18%
- Exam III (50-60 questions) 18%
- Comprehensive Final Exam (70-80 questions) 20%

**GRADING POLICY:**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**Minimum Passing Criteria:**

In order to successfully complete an undergraduate nursing course at UTA, the following minimum criteria must be met:

- 70% weighted average on major proctored exams
- 70% weighted average on major written assignments (if applicable)
- Completion of **CAPP (Comprehensive Assessment and Preparation Program) Phase 1 and 2 requirements**
- Passing score for the clinical component of the course by the last day of clinical; this includes
  - Attained minimum passing score requirements for the Medication Administration Competency Assessment: 100% on Essential Medication Skills Assessment and 90% on Advanced Medication Skills Assessment by third attempt
Achieved satisfactory on each part of the evaluation
- Completed Essential Skills
- Completed the minimum clinical hours which include Skills Day and Mid-semester Simulation.
- Successful completion of the required vSim and paperwork
- Successful completion of the Critical Thinking Assignment

The following exams are included in the 70% weighted average for major proctored exams: Exam I, Exam II, Exam III, & Final Exam count toward the required minimum course grade of 70.00% of proctored exams. These items are not included in this calculation: Medication Administration Quiz, CAPPs, discussions, and quizzes. In determining the final course grade, the weighted average on proctored exams as outlined above will be checked first. If a student achieves a 70.00% with no rounding of the average on these course components, the additional graded items will count toward the final course grade. If the student does not achieve a 70.00% with no rounding of the average on the components listed, the grade stands as a D or F as determined by the numerical value from the weighted EXAM average.

In determining the final course grade, the weighted average on major proctored exams and/or major written assignments as outlined above will be checked first. If a student achieves a 70.00% with no rounding of the average on these course components, the additional graded items will count toward the final course grade. If the student does not achieve a 70.00% with no rounding of the average on the components listed, the grade stands as a D or F as determined by the numerical value from the weighted average on the major proctored exams and/or major written assignments listed above.

In undergraduate nursing courses, all grade calculations will be carried out to two decimal places and there will be no rounding of final grades. Letter grades for tests, written assignments and end-of-course grades, etc. shall be:

- A = 90.00 – 100.00
- B = 80.00 – 89.99
- C = 70.00 – 79.99
- D = 60.00 – 69.99

The existing rule of C or better to progress remains in effect; therefore, to successfully complete a nursing course, students shall have a course grade of 70.00 or greater.

In order to pass the course, the student must pass both the theory and the clinical components of the course. The clinical component of the course is graded on a pass/fail basis.

- Quizzes (8 graded) 16%
- CAPP 10%
- Exam I 18%
- Exam II 18%
- Exam III 18%
- Comprehensive Final Exam (90 questions) 20%

There are no opportunities for “make-up” assignments. However, students can earn extra point(s) for mastering chapter content in Prep U. The PrepU Assignment is optional. Completion of the assignment is worth up to 2% bonus points to the final course grade provided the 70.00% test average is met. There are 4 chapters assigned before exam 1 and 3 chapters assigned before Exam 2 and Exam 3 for a total of 10. For every chapter where level 6 is achieved, the student can earn 0.2% points for a possible total of 2% bonus points.

TEACHING METHODS:
- Assigned textbook and outside readings
- Synthesis of content assignments
- Podcasts
- Clinical laboratory
Exam Policy: Exam scheduling and administration procedures are standardized among all pre-nursing and upper-division courses in the pre-licensure nursing program. The full policy, located in the CONHI Policy and Handbook Library, includes details related to exam development, exam scheduling and accommodations, exam administration, testing environment, and post-exam procedures.

1. Excused Absences: legal obligation, military obligations, pre-approved university-sponsored events, emergency situations, religious holy days, death of family member, or illness
   - Requirements: To be considered for a re-scheduled exam, the student must notify faculty prior to exam start date and time; documentation of incident is required and must be provided within 48 hours following exam due date and time. Documentation for illness requires proof of a visit to a healthcare provider. There are no exceptions to this rule.
   - The make-up exam may include alternative questions and/or test format. There will be no point deductions for an excused exam absence.

2. Unexcused Absences: oversleeping, exam date oversight, computer / technical issues, or other reasons not listed under excused absences
   - Requirements: To be considered for a re-scheduled exam, the student must notify faculty with their request within 48 hours of the exam due date and time. The exam must be scheduled within 7 days of the original exam due date and time.
   - The make-up exam may include alternative questions and/or test format and will have a point penalty of 20 points.
   - A student may only have one unexcused absence per course. Subsequent unexcused absences will result in a ‘0’ on the exam.
   - Students will not be allowed to take exam in another section without penalty due to an unexcused absence.

3. Exam Tardy:
   - Proctored Exams: If a student arrives late to a proctored exam, they are only allowed the remaining time to complete the exam. For example, for a 60-minute exam, if a student arrives and has only 13 minutes left, that is all the time they will be given to complete their exam.

4. Students will only be allowed one 20 point penalty per course, whether it is the result of an unexcused absence or a late submission.

Comprehensive Assessment and Preparation Program (CAPP): All students enrolled in this course must participate in the Course Content Mastery Assessment, which is a component of the program’s Comprehensive Assessment and Preparation Program. The Course Content Mastery Assessment is worth 10% of the total course grade and consists of practice assessments, proctored assessments, focused reviews, and active learning exercises. Students must complete all components of Phase 1 and Phase 2 to pass the course. After each proctored assessment, students are categorized into one of four proficiency levels:

   - LEVEL <1: Scores in the <1 category do not meet minimum expectations for performance in this content area.
   - LEVEL 1: Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area.
   - LEVEL 2: Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area.
   - LEVEL 3: Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area.

Phase 1 of the Course Content Mastery Assessment is worth 4% of the course grade. All students complete a Practice Assessment and submit three critical points for 5 Major Content Areas based on Topics to Review (for a total of 15
critical points). Critical Points must be handwritten, legible and accessible to receive credit. Students who do not complete all components of Phase 1 by the due date will not be eligible to take the Content Mastery Assessment (proctored exam) in Phase 2 and will fail the course.

Phase 2 of the Course Content Mastery Assessment is worth 6% of the course grade and is based on the score received for the proficiency level achieved. All eligible students must complete the Proctored Assessment. Students scoring <1 will receive an Incomplete for the course and will complete the Focused Review and hand-written Active Learning Templates for all Topics to Review listed on the Individual Performance Profile. Active Learning Templates must be handwritten, legible and accessible to receive credit. A learning contract from course faculty will include a due date for completion of the Focused Review and Active Learning Templates during the Incomplete period. Students who complete Focused Review and Active Learning Templates by the assigned deadline in the Incomplete period will receive full credit for Phase 2 based on the score received for the Level achieved and progress in the program. Students scoring <1 who do not satisfactorily complete Focused Review and Active Learning Templates by the assigned deadline will not receive a passing grade in the course regardless of course grade and will not progress to their next clinical course. The complete Comprehensive Assessment and Preparation Procedure can be found here: http://www.uta.edu/conhi/_doc/unurs/capp_procedure.pdf

Late Assignment Submission: Late submissions are not accepted in this course. This late assignment submission section does not apply to clinical assignments or ATI/CAPPs requirements for these result in clinical/course failures.

Grade Grievances:
Any appeal of a grade in this course must follow the procedures as published in the College of Nursing and Health Innovation Undergraduate Student Handbook (https://www.uta.edu/conhi/students/policy/index.php).
In an attempt to resolve a complaint, the student must first make a serious effort to resolve the matter with the individual with whom the grievance originated. Faculty of the course has the primary responsibility for assigning grades. Appeals of the official grade assigned to a student for a course will not, therefore, be considered at levels above the faculty unless a student offers evidence of:
- Differential treatment – examples might be providing benefits such as extra time for assignments to some but not all students in the class; excluding some students from attendance or other course requirements, OR
- Procedural irregularities – examples might be adding a new requirement that was not listed in the class syllabus; using criteria for grades not made available to the student ahead of time.

More information about the university’s grade grievance policies can be found in the Undergraduate Grading Policies section of the catalog (https://catalog.uta.edu/academicregulations/grades/#undergraduate). Information regarding grievances for matters other than grades is available in the Student Rights section of the catalog (https://catalog.uta.edu/academicregulations/security/).

CLINICAL POLICIES
Clinical Performance Requirements & Evidence of Clinical Competence: Clinical courses are classified as PASS/FAIL courses. In order to progress in the College of Nursing, students must receive a passing grade in the lecture component as well as satisfactorily meet the clinical course requirements.
Nursing is a practice profession in which patient and family safety must be protected (Texas Board of Nursing). If clinical performance has been deemed unsafe, students may not drop or withdraw from any clinical course. They will be immediately removed from the clinical setting, forfeit further clinical experiences, and receive a grade of F. The following Clinical Failing Behaviors will result in a clinical failure regardless of the drop or withdrawal date and are based on professional nursing standards set forth by the Nurse Practice Act, the Texas Board of Nurse Examiners, and program policy related to patient safety in the clinical setting:
Clinical Failing Behaviors | Matched to NPA
---|---
1. Performance is unsafe. | 1,2,3,5,6,7,9,10,11,12,13,14
2. Questionable decisions are often made. | 1,2,3,4,5,6,7,8,9,10,11,12,13,14
3. Lacks insight into own behaviors and that of others. | 1,2,3,4,5,6,8,9,10,11,12,13,14
4. Continues to need additional guidance and direction. | 1,2,3,5,6,7,8,9,10,11,14

**Standards of Professional Nursing Practice (BON 213.27, 217.11, 217.12)**
1. Knows rationale for side effects of medications and treatments, and correctly administers same 217.00 (1) (C).
2. Documents nursing care accurately and completely, including signs and symptoms, nursing care rendered medication administration. Contacts health care team concerning significant events in patient health 217.11 (1) (D).
3. Implements a safe environment for patients and/or others, i.e., bed rails up, universal precautions 217.11 (1) (B).
4. Respects client confidentiality 217.11 (1) (E).
5. Accepts assignments commensurate with educational level, preparation, experience and knowledge 217.11(1) (T).
6. Obtains instruction and supervision as necessary when implementing nursing procedures or practices 217.11(1) (H).
7. Notifies the appropriate supervisor when leaving an assignment 217.11(1) (I).
8. Recognizes and maintains professional boundaries of the nurse/patient relationship 217.11(1) (J).
9. Clarifies orders, treatments, that nurse has reason to believe are inaccurate, non-effective or contraindicated 217.11(1) (N).
10. Able to distinguish right from wrong 213.27(b) (2) (A).
11. Able to think and act rationally 213.27(b) (2) (B).
12. Able to keep promises and honor obligations 213.27(b) (2) (C).
13. Accountable for own behavior 213.27(b) (2) (D).
14. Able to promptly and fully self-disclose facts, circumstances, events, errors and omissions when these disclosures will enhance health status of patients or protect patients from unnecessary risk or harm 213.27(b) (2)(G).

Refer to the Board of Nursing at [www.BON.state.tx.us](http://www.BON.state.tx.us) for any additional information regarding the Texas Nursing Practice Act.

In addition to professional standards of nursing practice, the following program requirements are associated with patient safety and will result in clinical failure without regard to drop or withdrawal time frames:

- Failure to meet minimum score requirements on the Medication Administration Competency Assessment (below)
- Non-compliance with Clinical Clearance Requirements
- Non-compliance with Drug and Alcohol Screening policy
- Unlawful behavior prohibiting sufficient background check required for clinical participation

These clinical failures will be reviewed and approved by the Associate Chair/Chair of Undergraduate Nursing Programs.

**Medication Administration Competency Assessment:** Safe and effective medication administration is crucial for optimal patient outcomes. Best practices for student achievement of safety in medication dosage calculation and administration include ongoing assessment of these skills. A proctored, standardized electronic medication administration competency assessment is required of students at the beginning of each clinical course in which students administer medications. It is designed to assess competency in calculating drug dosages and safe medication administration. Proctored assessments are part of the clinical PASS/FAIL requirements and are not factored in the course didactic grade. All students must meet minimum score requirements on the Medication Administration Competency Assessment to pass the clinical component of the course and administer medications in the clinical setting. The minimum score requirements include:

-100% on ESSENTIAL Medication Administration Skills Assessment (90% minimum for students enrolled in Students enrolled in NURS 3632: CLINICAL NURSING FOUNDATIONS)
-90% on ADVANCED Medication Administration Skills Assessment

Students will be allowed three (3) attempts to meet the minimum score requirements on the Essential and Advanced assessments in each course. If a student is not successful on the third attempt, they will not have met the required clinical outcome and will receive an Unsatisfactory, resulting in a clinical and course failure. Students MAY NOT drop or withdraw from the course if this failure occurs prior to the drop date.

Attendance:
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section: Attendance is expected for class and roll will be kept. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Clinical Attendance: It is expected that students will attend all assigned clinical activities. In the case of illness, remember to take appropriate health precautions. Students should not attend clinical experiences if they are febrile or have any potential communicable disease. Students are expected to notify clinical faculty immediately if they will be late or absent to the clinical site. No call No show is defined as not calling or being present in clinical as scheduled. No call No show may result in a clinical failure unless there was a documented emergency. Notification will not necessarily prevent a performance improvement plan from being generated and placed in the student file. Acceptable methods of notification to clinical faculty will be either phone or text. E-mail is not acceptable. Acceptable methods of notification to clinical agency will be phone unless the student is with a preceptor, then they may reach them by phone or text.

Tardiness: defined as greater than 0 minutes of the assigned clinical time.
- The first tardy will result in a verbal warning (verbal warnings are written at the top of the Performance Improvement Plan (PIP) form.
- Students with two (2) tardies will be placed on a PIP with Penalty (i.e. Review two articles and discuss implications for patient safety, collegial relations, etc. or Reflect on impact of this behavior for, patients, peers and as a professional responsibility, or penalty is up to the lead teacher, etc.) which will be kept in the student’s permanent file. Students who are placed on a PIP are ineligible for a clinical award and faculty may not write a letter of recommendation.
- Students with 3 tardies may receive a clinical failure.
- Time will count towards the total or direct patient care clinical time missed and students will be required to make up the time missed.

Clinical Absence: Clinical is defined as any direct patient care within a healthcare setting and laboratory or simulation as outlined in the clinical supplement. All clinical experiences as defined above will be considered when determining absences.
- Student will be placed on a performance improvement plan (PIP) after first clinical missed.
- Students MUST make up clinical. Where feasible the clinical will be made up with an equivalent experience (simulation with simulation, direct patient care with direct patient care, etc.)
- When a comparable experience is not feasible simulation, case studies or other appropriate make-up experiences may be assigned. The experience will be equivalent to actual clinical hours missed; however, it may take longer for some students to complete the assignment.
- In order to adequately evaluate a student, (regardless of the reason for missing clinical) a student with total clinical absences of equal to or greater than 15% of the total clinical time will not be allowed to progress. Students may choose to drop if the clinical absences occur before the drop date. If a student is not eligible to
drop the course (i.e. after the drop date), the absences will result in a clinical failure. In extraordinary non-academic circumstances with appropriate documentation, a late drop may ONLY be considered. Absence of any part of a clinical day will require make-up in the simulation lab or another alternative at the clinical faculty’s discretion. Medical illnesses/emergencies or other dire circumstance may be an acceptable reason to miss an assigned clinical. If a clinical experience is missed due to illness, a medical release will be required prior to returning to the classroom/clinical setting. In the case of other dire circumstance, you will be required to show acceptable proof of the extenuating circumstances that kept you from clinical. Elective medical procedures, work, childcare or travel issues are not an excused absence from clinical and will be considered an unexcused absence. Unexcused absences may result in clinical failure.

**Exposure to Bloodborne Pathogens:** In the event of injury, needle stick, and/or exposure of the nursing student to blood or body fluids, the nursing student should immediately notify the nursing clinical faculty. The faculty will follow the Exposure to Bloodborne Pathogens Procedure in place at the facility. Any expense or treatment required is the responsibility of the student.

**Institution Information**

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are encouraged to review the plagiarism module from the UT Arlington Central Library via http://library.uta.edu/plagiarism/index.html. Papers are now checked for plagiarism and stored in Canvas.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest stairwell. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza
The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

LIBRARY INFORMATION: Peace Ossom Williamson, MLS, MS, AHIP
Nursing Liaison Librarian, Central Library Office 216
http://www.uta.edu/library | peace@uta.edu
Research information on nursing:
http://libguides.uta.edu/nursing

UNDERGRADUATE SUPPORT STAFF
Ashleigh Johnson, Program Coordinator, Accelerated Online BSN
Email: ashleigh.johnson@uta.edu

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Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.
Non-emergency number 817-272-3381
Enter the UTA Police Department’s emergency phone number into your own mobile phone.

COLLEGE OF NURSING INFORMATION:
Student Handbook can be found by going to the following link: http://www.uta.edu/conhi/students/policy/index.php

SENIOR I N4581
NURSING OF ADULTS WITH COMPLEX NEEDS

Chapter 13 (282-288) Acid Base Disturbances
Chapter 20 (502) ABG
Chapter 20 (483-488 & 500) Respiratory System, Critically Ill Patient
Chapter 21 (521-524) Airways
(524-537) Mechanical Ventilation
(540-542) Chest Drainage Systems
Chapter 23 (589, 609-618) VAP, Acute Respiratory Failure
Chapter 72 (2163-2165) Airway Management
Chapter 66 (1972-1989) Acute Intracranial Issues
Chapter 67 (2009-2031) Strokes
Chapter 69 (2079-2084) Guillian Barre and Myasthenia Gravis
Chapter 70 (2101-2108) Parkinson’s
Chapter 49 (1377-1416, 1419-1424) Hepatic Dysfunction
Chapter 25 (677, 705-709) Hemodynamics
Chapter 25 (693-705) Diagnostics
Chapter 27 (750-788) CAD
Chapter 28 (791-809) Valvular disorders, Cardiomyopathy
Chapter 29 (824-835) Pharmacology, Cardiogenic Shock
Chapter 26 (712-748) Dysrhythmias, Cardioversion, Defibrillation, Pacemakers
Chapter 14 (296-321) Shock, MODS
Chapter 32 (914-922) Blood Transfusions
Chapter 33 (956-959, 960 chart 11) DIC
Chapter 62 (1845+1873) Burns
Chapter 54 (1567-1611) Kidney Failure
Chapter 23 (625-631) Chest Trauma
Chapter 40 (1144) Compartment Syndrome
Chapter 54 (1611-1613) Renal Trauma
Chapter 68 (2033-2063) Head and Spinal Trauma
Chapter 72 (2156-2171) Emergency nursing

Additional reading may be assigned/required, so check your To Do List for each Week.

APBSN Fall 2019 Complex Needs

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Weds</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td>Aug 26 Week 1</td>
<td>Acid Base Balance and Arterial Blood Gases; Cerebrovascular Dysfunctions</td>
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<td>Sept 1</td>
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<td>Quiz #1 opens at 12:01am</td>
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<td>Sept 2 Week 2</td>
<td>Respiratory Failure: Airways; Mechanical Ventilation;</td>
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<td>Sept 9 Week 3 Topic</td>
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<td>Sept 16 Week 4 Topic</td>
<td>CAD, ACS/MI, Hemodynamic pressure monitoring; Cardiac Structural Disorders; Cardiac Rehabilitation</td>
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<td>Quiz #3 opens at 12:01am</td>
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<tr>
<td>Sept 23 Week 5 Topic</td>
<td>Review Dysrhythmias, Pacemakers, Defibrillation/Cardioversion</td>
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<td>Sept 30 Week 6 Topic</td>
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<td>Quiz #5 closes at</td>
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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. Mary B. Reid.”