



TEXAS A&M UNIVERSITY

COMMERCE

**NURS 3620.01B: FUNDAMENTALS OF NURSING CARE
COURSE SYLLABUS: FALL 2018**

INSTRUCTOR INFORMATION

Instructor: Cheryl McKenna, MSN, RN (Course Coordinator)

Office Location: Nursing Building, Office 104

Office Hours: By appointment

Nursing Department: 903-886-5315

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: up to 48 hours (weekends not included)

Instructor: Blair Daiker, MSN/MHA, RN

Office Location: Nursing Building, Office

Office Hours: By appointment

Nursing Department: 903-886-5315

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: up to 48 hours (weekends not included)

Instructor: Jane Kosarek, PhD, RNC-OB, NEA-BC

Office Location: Nursing Building

Office Hours: By appointment

Nursing Department: 903-886-5315

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: up to 48 hours (weekends not included)

Instructor: Amanda Sustaita, MSN, RN, FNP

Office Location: Nursing Building

Office Hours: By appointment

Nursing Department: 903-886-5315

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: up to 48 hours (weekends not included)

Instructor: Kimberly Vice, MSN, RN (Lab Coordinator/Clinical Instructor)

Office Location: Nursing Building, Office 124

Office Hours: By appointment

Nursing Department: 903-886-5315

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: up to 48 hours (weekends not included)

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Jane.Kosarek@tamuc.edu

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COURSE INFORMATION

Materials- Textbooks, required:

Berman, A., & Snyder, S. (2016). *Kozier and Erb's fundamentals of nursing* (10th ed.). New Jersey: Pearson. ISBN: 9780133974362

Carpenito, L. (2017) *Handbook of nursing diagnosis* (15th ed.). Philadelphia: Lippincott Williams & Wilkins ISBN: 9781496338396.

Chabner, D.E. (2018). *Medical terminology:A short course*. (8th ed.) Maryland Heights, MO: Saunders. ISBN: 978-0323444927.

Houghton, P.M., & Houghton, T. J. (2009) *APA: The easy way* (2nd ed). Flint, Michigan: Baker College. ISBN: 978-0-923-568962

Nugent, P.M., & Vitale, B.A. (2017). *Davis fundamentals essential nursing content + practice questions* (2nd ed). Philadelphia: F.A.Davis Co. ISBN: 9780803660694.

Kee, J. L. (2017). *Laboratory and diagnostic tests with nursing implications* (10th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780134704463.

Gray-Morris, D. (2018) *Calculate with confidence* (7th ed.) Mosby Elsevier. ISBN: 9780323396837.

Silvestri, L. A. (2016). *Comprehensive review for the NCLEX-RN examination* (7th ed.). St. Louis: Saunders. ISBN: 9780323358514.

Skidmore-Roth, L. (2019) *Mosby's 2019 nursing drug reference*. (32nd ed) St. Louis: Mosby. ISBN: 9780323609975.

Recommended References:

Student Workbook and Resource Guide for Kozier & Erb's fundamentals of nursing, (10th ed.). (2016). New Jersey: Pearson ISBN- 978-0134001159

Q-sen.org

COURSE DESCRIPTION (6 credit hours)

An introduction to the scope of human needs, utilization of the nursing process as a systematic approach to meeting those needs, and the role of the professional nurse in assisting individuals

toward optimal health. Clinical settings are utilized in the application of fundamental concepts, principles of nursing, and communication skills that are employed in providing basic client care.

This course introduces classic nursing principles that underpin future clinical practice. Principles include such things as comfort measures, assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile technique, medication administration, intrusive therapies and use of the nursing process with particular emphasis on the intervention component. The majority of the theoretical information is provided through an online environment. Concepts related to nursing fundamentals and nursing care is integrated throughout the course. The campus laboratory and clinical settings will afford practical experience in application of the principles and skills taught in the theory portion of this class. Students will be expected to demonstrate beginning competency in application of the nursing process.

Student Learning Outcomes:

At the end of this course the student will be able to:

1. Apply the nursing process at a beginning level of skill to interpret and manage human responses of clients to their actual or potential health problems.
2. Apply principles from applied science and interpersonal processes to nurse-client interactions.
3. Assess cultural, spiritual, and bio-psychosocial factors when arriving at nursing diagnoses and relevant interventions for individual clients.
4. Utilize evidence-based information derived from course related research findings in the application of fundamental nursing care.
5. Apply therapeutic communication and decision-making skills to involve the client in decision making regarding his/her healthcare.
6. Identify theoretical principles and critical behaviors of fundamental nursing.
7. Use critical thinking skills as a framework for clinical decision-making.
8. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
9. Demonstrate professional standards of moral, ethical, and legal conduct.

Clinical Objectives: At the end of this course the student will be able to:

1. Demonstrate fundamental nursing psychomotor skills in a safe manner.
2. Use written verbal, non-verbal and emerging technology methods to communicate effectively.
3. Utilize organizational skills and time management concepts in setting priorities for clinical performance.
4. Demonstrate beginning critical thinking decision making skills based on standards of practice, theory, and research.
5. Apply theoretical content to the nursing care of the client in a clinical setting.
6. Implement evidence based care plans that reflect an understanding of the legal and ethical responsibilities of the nurse.

7. Perform nursing interventions that reflect caring behaviors in response to bio- psychosocial, cultural, and spiritual care needs.
8. Assess evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
9. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.
10. Utilize the nursing process in the care of all clients.
11. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
12. Create a safe care environment that results in high quality patient outcomes.
13. Apply knowledge of social and cultural factors to the care of diverse populations.
14. Apply ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.
15. Demonstrate professionalism, including accountability, attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
16. Use caring and healing techniques that promote a therapeutic nurse-patient relationship.
15. Communicate effectively with all members of the health care team, including the patient and the patient's support network.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs

Instructional Methods

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will complete various combinations of online assignments, activities, readings, etc. Instructional Strategies that may be used include: lecture, discussion, demonstration, media resources (YouTube and others), role playing, simulation, team-based learning strategies, audio-visual aids, computer assisted instruction, study and practice groups, case study, clinical assignments and supervision, post clinical conferences, Critical Thinking Tool on assigned patients, practice and return demonstration in campus laboratory.

Student Responsibilities or Tips for Success in the Course

Nursing Student Guide

The student is responsible for reviewing and understanding the policies and procedures in the *BSN Student Guide*.

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found here:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/Current%20Students/studentguidebook/default.aspx>

Students are expected to log in to the course on D2L at least every 48 hours for new announcements. This course meets for class every other Tuesday and lab or clinical weekly. It is also recommended that students spend at least 12 hours per week (or longer) in study time for this course. Students are expected to complete assigned readings and other assignments as indicated on D2L and in the syllabus prior to class, lab, and clinical. Students will not be successful in this course without this preparation and additional time spent studying content materials. Students are expected to come prepared to class, simulation, lab, and clinical and all assigned experiences in order to be successful in this course. Lack of preparation is grounds for sending the student home.

NCLEX-RN QUESTIONS

In order to begin preparing for the NCLEX-RN licensure examination, students will be required to submit 50 NCLEX-RN style questions over Fundamentals content prior to each exam. The questions are due at 5PM on the Friday before the exam on Tuesday. The minimum grade for each group of questions is 80. This assignment is mandatory and the student will receive credit for submitting questions. The questions are not included in the grade average. Do not submit the questions. Submit a one page document with the question sets grade. Questions are in sets of 10-20 if you are using your *Davis practice questions* text. This means that you will copy and paste 4-5 sets of grades onto one page. Be sure your name is on the page.

MEDICATION CALCULATION EXAM

A medication calculation 5-question quiz will be given the 8th week of the semester. Anyone not receiving 100% will be required to remediate. For those that did not receive 100% on the first quiz, a medication calculation 5-question quiz will be given the following week of the semester. Anyone not receiving 100% will be required to remediate. For those that did not receive 100% on the second quiz, a medication calculation 5-question quiz will be given the following week of the semester. Anyone not receiving 100% on the third quiz in the course will be placed on clinical probation and will need to remediate with your clinical instructor. Additional weekly medication calculation quizzes will be given based on need. A student must pass the medication calculation quiz to pass the clinical portion of the applicable course and to pass the course.

In addition, medication calculation questions will be on the examinations and quizzes in the applicable classes.

MEDICAL TERMINOLOGY MODULES

All students will be required to complete five Medical Terminology Modules over the course of the semester. The modules are online and coursework is completed online. The modules correspond to the Chabner's eighth edition *Medical Terminology- a short course* textbook. **You must purchase the access code.** The modules consist of assignments that students complete. Each module culminates in an exam. The exams are completed online and dates are assigned. Each module, including the exam, must be completed by the date listed. Late submissions will receive a zero "0" unless the student contacts the instructor prior to the date due. Students are expected to utilize medical terminology in classes, labs, and clinical for the remainder of the program. Access the course from Elsevier Evolve.

MEDICATION PAPER

Students will complete a 3-5 page paper on the three checks, five rights, and administration of medications.

Use the grading rubric as your outline while you write your paper. Submit a self-graded (you will grade yourself before you submit the paper) grading rubric along with your paper. **Submit the paper and grading rubric as one document. The paper is due to the Assignment Submission folder by no later than Friday, October 5 at 5PM.**

Grading

Grades will be determined as follows:

Exams (6) (13% each)	78%
Quizzes (8)	8%
Medication Paper	10%
Med Terminology Course	4%
Dosage Calculation Exam	0%
NCLEX-RN Questions	Credit/No credit
Clinical	PASS/FAIL
Total	100%

Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 60-74

F = Below 60

A minimum grade average of 75 on exams is required to pass the course. No other coursework will be added to the final grade unless a minimum grade of 75% on exams is achieved.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the

Device	Operating System	Browser	Supported Browser Version(s)
			iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software.

Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

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

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

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

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

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication between faculty and students is important and taken seriously. Preferred communication methods are through individualized faculty office hours, email, or office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-

mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course coordinator in advance of any absence. Students are expected to arrive on time for class. Students will receive a 15 minute break mid-way through the class. Please arrive at least 15 minutes before class to use the restroom and prepare for class. Do not disrupt the class by taking breaks unless it is an emergency.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so will result in the student receiving a zero for the missed exam or quiz.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
5. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

NURSING SKILLS LABORATORY

1. Students are responsible for assigned readings in textbooks and completing DVD and other assignments prior to lab. Participation in discussions over the assigned material is expected. Failure to prepare will result in an unsatisfactory for the lab session. All lab sessions must be completed satisfactorily to progress to the clinical setting.
2. Students must adhere to the clinical dress code for skills laboratory sessions. Refer to the Nursing Student Guide for policy information.

CLINICAL EXPERIENCE

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, titers, CPR, TB status, negative urine drug screen, and clear criminal background check must be complete and on file for students to be able to attend clinical experience at the assigned clinical locations.
3. A dosage calculation test will be administered prior to students administering medications in the clinical setting. Also, calculation questions will be part of every exam

- in Fundamentals. Students who fail to pass the dosage calculation test or who miss dosage calculation questions on the exams will be required to perform additional weekly remediation until all calculation questions on the exams are correctly answered.
4. Students will be allowed to perform designated nursing skills in the clinical setting only after receiving instruction and successfully demonstrating the skill in the Nursing Skills Laboratory.
 5. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
 6. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
 7. Students are expected to prepare for clinical practice in order to provide safe, competent care.
 8. Clinical assignments must be submitted on time. No exceptions.
 9. Clinical is graded Pass/Fail. If the student fails the clinical component, the student fails the entire course and must repeat the course.

UNSATISFACTORY CLINICAL PERFORMANCE

1. There are several infractions that might lead to a student being given a clinical warning/placed on clinical probation, including but not limited to:
 - Absences
 - Tardiness
 - Violation of dress code
 - Inability to pass required clinical assignments
 - Incomplete health immunization records
 - Expired CPR certification
 - Failure to turn in written assignments on time
 - Incomplete hospital orientation
 - A pattern of lack of accountability for class, clinical and lab skills preparation
 - Lack of preparation
2. Accumulation of two (2) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.
3. Other offenses which may lead to immediate failure of the course and possible dismissal from the nursing program include but is not limited to:
 - Unsafe provision of nursing care
 - Unprofessional or unethical behavior
 - HIPAA violation
 - Falsification of patient records/clinical documents

Syllabus Change Policy

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

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

Student Conduct Code – Refer to the BSN Student Guide

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34safetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Clinical Preparation and Paperwork

All clinical paperwork is handwritten!

Clinical paperwork is due to the Assignment Submission Folder the day after clinical by 5PM!

You will submit a database (and eventually a nursing care plan) each week on each client. You will become familiar with the Database systems assessment gradually. You will complete the assessment data on body systems as they are covered in Health Assessment. Students are encouraged to complete each body system assessment that they are comfortable assessing, even though the system has not yet been taught.

Clinical preparation is imperative. You will obtain your client information by going to the healthcare facility ***the day before clinical***. The following is considered clinical preparation:

- Pathophysiology tree/map (Patho Tree/Map) on a major diagnosis on your client every week.
- Fill in the subjective data, any pertinent/recent lab data, and medication information for all current medications on the Database form.
- Introduce yourself and inform your client that you will be assisting in their care.

Another clinical tool is the Nursing Care Plan. You will gradually build the Nursing Care Plan once hospital clinical begins.

Hospital Clinical, Week 1 (October 24 & 25): Create 2 Nursing Diagnoses (2-3 part), prioritized (numbered) and appropriate for client with Short-term goals for each ND. (See Assessment, Nursing Diagnosis and Planning sections of Nursing Care Plan Grading Rubric). Submit a self-graded grading rubric.

Hospital Clinical, Week 2 (Oct 31 & Nov 1): Above + 5 Nursing Interventions for the **first** Nursing Diagnosis, with rationales. (See Assessment, Nursing Diagnosis, Planning, and Implementation sections of Nursing Care Plan Grading Rubric) Submit a self-graded grading rubric.

Hospital Clinical, Week 3 (November 7 & 8): Above + 5 Nursing Interventions for **each** Nursing Diagnosis, with rationales. (See Assessment, Nursing Diagnosis, Planning, and Implementation sections of Nursing Care Plan Grading Rubric). Submit a self-graded grading rubric.

Hospital Clinical, Week 4 (November 14 & 15): Above + Evaluate Nursing Interventions. (See Assessment, Nursing Diagnosis, Planning, Implementation and Evaluation sections of Nursing Care Plan Grading Rubric). Nursing Interventions are not "met" or "continued". See Evaluation of Nursing Interventions on the NCP Grading Rubric. Submit a self-graded grading rubric.

Hospital Clinical, Weeks 5 & 6 (November 28 & 29 and December 5 & 6): Above + Evaluate

Nursing goals. Goals evaluation is stated as “met”, “partially met”, or “unmet”. State why the goal(s) was/were met, partially met, or unmet. You will also determine whether to Continue, Discontinue, or Modify your Nursing Care Plan beneath the goal evaluation. Submit a self-graded grading rubric.

Clinical paperwork is graded; however, the grade is not averaged in to the final course grade. If you fail to earn a minimum score of 75% on the Database/Nursing Care Plan, you will be required to correct your care plan or complete another Nursing Care Plan at the clinical instructor’s discretion.

Tubes/Drains (Intake & Output): Purpose:	Diet/Nutrition Why?	Height/Weight (kg): BMI:	Intravenous Access/Therapy (List All): Type: _____ Rate: _____ Solution: _____ Location: _____ Site Check: _____ Tubing Date: _____
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Discharge Planning

Lives: Alone With _____ No Known Residence

Community Resources Needed:

- | | | |
|---|--|---|
| <input type="checkbox"/> Home Health | <input type="checkbox"/> Hospice | <input type="checkbox"/> Adult Day Care |
| <input type="checkbox"/> Senior Center | <input type="checkbox"/> Church Group | <input type="checkbox"/> Meals on Wheels |
| <input type="checkbox"/> Home Health Agency | <input type="checkbox"/> Support Group | <input type="checkbox"/> Healthcare Navigator |
| <input type="checkbox"/> Other _____ | | |

Anticipated Problems Post Discharge:

Recommendations:

Veterans (ask these questions on your date of care):

Have you or has someone close to you ever served in the military? Yes No
 If yes, have you or they ever used the VA for health care? Yes No
 Provide (if applicable) VA # 1-877-222-VETS (8387)

LABORATORY VALUES

(Note abnormal values and explain probable cause as it pertains to your patient)

CBC	Reference Range	Admission Results	Most Recent Results Date:	Explanation of abnormal results
Red blood cell count	4.7-6.2(M) 4.2-5.4(F)			
Hemoglobin	14-18(M) 12-16(F)			
Hematocrit	42-52(M) 37-47(F)			
Platelet count	150,000 – 450,000			
White Blood Cell Count	5,000 – 10,000			
• Neutrophils	50-70%			
• Bands	0-5%			
• Eosinophils	1-3%			
• Lymphocytes	25-35%			
• Monocytes	4-6%			
• Basophils	0.4-1%			

Comprehensive Metabolic Panel	Reference Range	Admission Results	Most Recent Results Date:	Explanation of abnormal results
Sodium*	136-145 mEq/L			
Potassium*	3.5-5 mEq/L			
Chloride*	98-106 mEq/L			
CO2*	21-28 mEq/L			
BUN*	10-20 mg/dL			
Creatinine*	0.6-1.2(M) 0.5-1.1(F)			
Glucose*	70-105 mg/dL			
Calcium*	9.0-10 mg/dL			
Albumin	3.8-5 g/dL			
Total Protein	6-8 gm/dL			
Alkaline Phosphatase	42-128 units/L			
ALT	8-20 units/L			
AST	5-40 units/L			
Bilirubin	0.0-1.5 mg/dL			

*Basic Metabolic Panel

Coagulation Studies	Reference Range	Admission Results	Most Recent Results Date:	Explanation of abnormal results
PT	11-14 seconds			
PTT	< 40 seconds			
Therapeutic INR	2.0-3.0			

Other Common Labs	Reference Range	Admission Results	Most Recent Results Date:	Explanation of abnormal results
Troponin	< 0.4			
CK MB	0-5.0 ng/mL			
BNP	< 100			
Amylase	40-140 units/L			
Lipase	0-50 units/L			
Lactate	0.5-2.2 mEq/L			
D-dimer	0-250 ng/mL			
Ethyl Alcohol	0 – 80mg/dL			
Rapid Strep	Negative			
Influenza A	Negative			
Influenza B	Negative			

Urine Analysis	Reference Range	Admission Results	Most Recent Results Date:	Explanation of abnormal results
Color	Yellow			
Clarity	Clear			
Glucose	Negative			
Bilirubin	Negative			
Ketone	Negative			
Specific gravity	1.003-1.030			
Occult blood	Negative			
pH	4.6-8.0			
Protein	< 30 mg/dL			
Urobiliogen	< 2 mg/dL			
Nitrite	Negative			
Leukocytes	Negative			

Urine Microscopic Exam	Reference Range	Admission Results	Most Recent Results Date:	Explanation of abnormal results
Squamous cells	None-Few			
Transitional cells	Not Seen			
Hyaline case	0-3/LPF			
Mucus	Negative			
WBC	Negative			
RBC	Negative			
Bacteria	Negative			

Urine Culture Indicated No Yes

Lab reference (in text):

Diagnostic Tests Ordered (i.e. radiology studies, etc.)

Exam Ordered	Purpose of exam	Findings	Nursing Implication of Findings

Diagnostic reference (in text):

Patho Concept Map: ATTACH COMPLETED MAP FOR YOUR PATIENT. The pathophysiology concept map should be in your own words. It needs to be individualized with a key (or legend) identifying items specific to your patient. Provide in-text references for the patho map.

Fall Risk Assessment

Is admission related to fall? Yes/No

History of Fall

- 0 No Falls
- 2 Hx of Falls
- 3 2-3 Falls in past 3 months

Mental Status

- 0 Oriented X 3
- 1 Disoriented X 3
- 2 Intermittent confusion
- 3 Agitation

Vision/Hearing

- 0 No problem
- 1 Glasses/hearing aids
- 2 Deaf
- 3 Legally blind

Balance and Gait

- 0 Ambulates alone
- 2 Ambulates alone with device
- 3 Ambulates with assist/device
- 4 Balance problems/unsteady gait

Alcohol Consumption

- 0 None
- 1 Occasionally
- 2 Daily
- 3 Last 24 hours

Environmental Screening*

- 0 No barriers
- 1 One Barrier
- 2 Two – Three Barriers
- 3 More than three barriers

Medications⁺

Is patient less than 24 hours post op Y/N

- 0 No sedating medications
- 1 One sedating medication
- 2 Two sedating medications
- 3 Three or more sedating medications

*Environmental barriers
 IV poles, urinary catheter,
 bedside commode, wheelchair,
 walker, cane, CPM, oxygen line,
 loose linens, monitors, trash

⁺ Examples of Sedating Medications: Anesthetics, Antihistamines, Antihypertensives, Antiseizure, Benzodiazepines, Cathartics, Diuretics, Hypoglycemics, Narcotics, Psychotropics, Sedatives/Hypnotics

Total Fall Risk Score _____
 Level of Fall Risk _____
 Level 1 Fall Risk 1-7 Green
 Level 2 Fall Risk 8 – 14 Yellow
 Level 3 Fall Risk 15-22 Red

Nursing Implication of Current Fall Risk for your patient: _____

BRADEN SCALE FOR PREDICTING PRESSURE SORE RISK					Score
Sensory Perception	1 – Completely limited	2 – Very Limited	3 – Slightly Limited	4 – No Impairment	
Moisture	1 – Constantly moist	2 – Very Moist	3 – Occasionally Moist	4 – Rarely Moist	
Activity	1 – Bedfast	2 - Chairfast	3 – Walks Occasionally	4 – Walks Frequently	
Mobility	1 – Completely immobile	2 – Very Limited	3 – Slightly Limited	4 – No Limitations	
Nutrition	1 – Very poor	2 – Probably Inadequate	3 - Adequate	4 - Excellent	
Friction and Shear	1 - Problem	2 – Potential Problem	3 No Apparent Problem		
SCORE	≥9 Very High Risk		10 – 12 High Risk	13 – 14 Moderate Risk	15 – 18 At Risk

Modified from www.bradenscale.com © Barbara Braden and Nancy Bergstorm, 1988

Nursing Implication of Current Braden Scale for your patient: _____

NURSING DIAGNOSIS #1 (Physiological)	
DESIRED PATIENT OUTCOME (ONE Short Term Goal) Measurable & Patient Centered	
NURSING INTERVENTIONS WITH RATIONALES (INCLUDE IF INDEPENDENT, DEPENDENT, OR COLLABORATIVE INTERVENTION) <i>TO BE COMPLETED DURING CLINICAL</i>	EVALUATION FOR EACH NURSING INTERVENTION <i>TO BE COMPLETED DURING CLINICAL</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
EVALUATION AND DESCRIPTION OF DESIRED PATIENT OUTCOMES (MET, PARTIALLY MET, NOT MET) <i>TO BE COMPLETED DURING CLINICAL</i>	
Plan of Care Discontinue/Revise/Stop:	
NURSING DIAGNOSIS #2 (Psychosocial or Physiological)	
DESIRED PATIENT OUTCOME (ONE Short Term Goal) Measurable & Patient Centered	
NURSING INTERVENTIONS WITH RATIONALES (INCLUDE IF INDEPENDENT OR DEPENDENT OR COLLABORATIVE INTERVENTION) <i>TO BE COMPLETED DURING CLINICAL</i>	EVALUATION FOR EACH NURSING INTERVENTION <i>TO BE COMPLETED DURING CLINICAL</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
EVALUATION AND DESCRIPTION OF DESIRED PATIENT OUTCOMES (MET, PARTIALLY MET, NOT MET) <i>TO BE COMPLETED DURING CLINICAL</i>	
Plan of Care Discontinue/Revise/Stop:	

Reference (in-text):

PHYSICAL EXAMINATION WORKSHEET (TO BE COMPLETED DURING CLINICAL)

ROOM:

ONGOING (every 1-2 hours)	SAFTEY CHECK: <input checked="" type="checkbox"/> Bed in low position <input checked="" type="checkbox"/> Side-rails up <input checked="" type="checkbox"/> Call light, TV remote, telephone, tissue in reach <input checked="" type="checkbox"/> Pain, toileting, positioning <input checked="" type="checkbox"/> "Is there anything else I can do for you before I leave the room?"
Date/Time	Entry
	VS: T _____ P _____ R _____ B/P _____ O2 Sat _____ Pain (0-10): _____
	VS: T _____ P _____ R _____ B/P _____ O2 Sat _____ Pain (0-10): _____
	VS: T _____ P _____ R _____ B/P _____ O2 Sat _____ Pain (0-10): _____
	Bedside Glucose _____
	Isolation: Yes/No Type: _____
	General Survey: LOC: _____ Orientation to: Person _____ Place _____ Time _____ Situation _____ Wears Glasses: Y/N _____ Hearing Aids: Y/N _____ Bilateral: Y/N If no, which ear: _____
	Appearance & Behavior: Signs of distress: Y/N _____ Posture: _____ Gait: _____ Body Movements: _____ Hygiene/grooming: _____ Speech: _____
	Mouth/Pharyngeal: Lips: _____ Mucosa: _____ Gums: _____ Teeth: _____
	Integument: Temp/Moisture: _____ Turgor: _____ Lesions (describe): _____ Nails: _____ Recent Surgical Incision/Wound Location: _____ Size/Drainage/Odor _____
	Respiratory: Unlabored: Y/N _____ Rate: _____ Lungs Sounds: _____ Sputum Y/N _____ Suctioning Y/N _____ How often: _____ SaO2: _____ Oxygen: Cannula/Mask _____ L/min or Vent _____ % O2 Vent day: _____
	Cardiovascular: Apical Pulse: Rate: _____ Rhythm: Reg/Irreg Capillary Refill: _____ Color: _____ Edema: Y/N ___+ Location: _____ Radial Pulses: Left: _____ Right: _____ DP Pulses: Left: _____ Right: _____
	Abdomen: Inspection: _____ Auscultation: _____ Light palpation: _____ Last BM: _____ Consistency of stool: _____
	Genitourinary: Catheter: Y/N _____ Urine: Color: _____ Clarity: _____ Odor : _____
	Neurological/Musculoskeletal: Pupils (size/reactivity): _____ Sensation: Grossly intact/diminished _____ Bilateral motor strength: Upper extremities 1 2 3 4 5 Lower Extremities 1 2 3 4 5

Hourly Intake and Output

Date of Care:

	07-0800	08-0900	09-1000	10-1100	11-1200	12-1300	13-1400	14--1500
Intake								
PO								
Feeding Tube								
IV Fluids								
IVPB								
Other (identify)								
Total intake								
Output								
Urine								
Stool								
JP Drain								
NGT								
Chest Tube								
Wound Vac								
Other (identify)								
Total output								

Total Intake for your shift: _____

Total Output for your shift: _____

Net **NEGATIVE** or **POSITIVE** fluid balance

MEDICATIONS

PATIENT ALLERGIES: _____

All medications including all PRN for your shift (all routes). Use additional sheets as needed.

***Any Insulin MUST include peak, onset, and duration**

Medication Ordered (generic/Trade name), Dose, Route, Frequency		Is dose safe? Yes/No Is dose therapeutic? Yes/No
Classification (Be specific)		
Physiologic Action		
Why is patient receiving this med?		
Side Effects/Adverse Effects		
Nursing Implications for this patient		

Medication Ordered (generic/Trade name), Dose, Route, Frequency		Is dose safe? Yes/No Is dose therapeutic? Yes/No
Classification (Be specific)		
Physiologic Action		
Why is patient receiving this med?		
Side Effects/Adverse Effects		
Nursing Implications for this patient		

Medication Ordered (generic/Trade name), Dose, Route, Frequency		Is dose safe? Yes/No Is dose therapeutic? Yes/No
Classification (Be specific)		
Physiologic Action		
Why is patient receiving this med?		
Side Effects/Adverse Effects		
Nursing Implications for this patient		

Medication Reference (in-text):

Database/Plan of Care Grading Rubric

	S (2 pts.)	NI (1 pt.)	U (0 pts.)	Comments
Assessment				
1. Demographics data and history				
2. Fall Risk and nursing implication				
3. Braden Scale and nursing implication				
4. Discharge Planning				
5. Physical Assessment				
6. Lab values and other diagnostic tests				
7. Correct in-text reference for lab/diagnostic		----		
8. Medication information complete				
9. Correct in-text reference for medications		----		
Nursing Diagnosis #1				
10. Complete NANDA nursing diagnosis (all 3 parts)				
11. Diagnosis appropriate for patient				
12. Correct in-text reference for nursing diagnosis		----		
Planning #1				
13. SMART patient goal				
Implementation #1				
14. A minimum of 5 interventions (2 assessment, 2 nursing care, 1 teaching)				
15. Interventions are specific, measurable, realistic and individualized to the client				
16. Interventions are identified as independent, dependent or collaborative				
17. Interventions are supported by theory (scientific rationales)/evidence-based.				
18. Correct in-text reference for interventions/rationales		----		
Evaluation #1				
19. Evaluated client response to intervention				
20. Evaluated and described short term goals as met, unmet, or partially met				
21. Stated continuation, modification, or completion of plan				
Nursing Diagnosis #2				
22. Complete NANDA nursing diagnosis (all 3 parts)				
23. Diagnosis appropriate for patient				
24. Correct in-text reference for nursing diagnosis		----		
Planning #2				
25. SMART patient goal				
Implementation #2				
26. A minimum of 5 interventions (2 assessment, 2 nursing care, 1 teaching)				
27. Interventions are specific, measurable, realistic and individualized to the client				
28. Interventions are identified as independent, dependent or collaborative				
29. Interventions are supported by theory (scientific rationales)/evidence-based.				
30. Correct in-text reference for interventions		----		
Evaluation #2				
31. Evaluated client response to intervention				
32. Evaluated and described short term goals as met, unmet, or partially met				
33. Stated continuation, modification, or completion of plan				
Pathophysiology Concept Map				
34 Pathophysiology Concept Map completed on relevant diagnosis				
35. Individualized for patient				
36. Correct in-text reference		----		
References				
37 References listed on separate page in correct APA format		----		
TOTAL				174

Must receive at least 56 points to pass assignment

S = Satisfactory

NI = Needs Improvement

U = Unsatisfactory

The syllabus/schedule are subject to change

**NURS 3620- Fundamentals of Nursing
Medication Paper
Grading Rubric**

Name: _____

Paper is submitted complete and on time. Yes ___ No ___ *IF paper is not submitted on time, the paper will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%.
Body of Paper is between 3-6 pages in length yes _____ no _____ (-5 pts)

Format	Points Possible	Points Earned
1. Minimum of three references cited in the body of the paper (nursing extbooks, QSEN website) COMMENTS:	2	
2. Paper contains introductory and summary paragraphs. COMMENTS:	3	

Contents		
1. List the three check times for safe medication administration. COMMENTS:	10	
2. Document rationales for each of the three check times. COMMENTS:	15	
3. List and describe the original five rights of medication administration. COMMENTS:	15	
4. Document rationales for carrying out each of the five steps. COMMENTS:	20	
5. Describe the process for medication administration, including the need for at least two patient identifiers. Document rationales regarding the importance of this process. COMMENTS:	20	
6. Explain how the 6 QSEN competencies relate to medication administration. Provide supportive evidence for your answer. COMMENTS:	15	
Grade Subtotal		
*Up to 20% may be deducted from grade for incorrect APA, grammar, sentence structure, punctuation and spelling.	Pts deducted	

TOTAL POINTS	100	
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**COURSE OUTLINE / CALENDAR
FALL 2018**

Text: Kozier & Erb, Fundamentals of Nursing, 10th ed
Gray-Morris, Calculate with confidence 7th ed.

Week	Course Content	Reading Assignments
1 8/27/18 8/29/18 Wednesday	<p>Orientation to class/clinical (1-3PM)</p> <p>Integral Components of Client Care (8AM-12) -hygiene -safety Lab Skills: Handwashing/Hand sanitizers, Feeding, Brushing teeth, Ht/Wt (practice + √-off) <u>STUDENTS: Bring your toothbrush and toothpaste Wednesday!</u></p>	<p>Chapter 33 Chapter 32 PP 612, 614-16 Handwashing 1152-53 Feeding; 692-97 Brushing teeth</p>
2 9/4/18 9/5/18 or 9/6/18	<p><u>Exam 1 (ch 32, 33) Tuesday, Sept 4 from 10-11</u> No Class Math: Decimals, fractions, percentages, ratio/proportion (On your own) <u>Quiz #1(Ch 16- Health Promotion) due Monday by 5PM</u> 8-12: Lab Skills: Bathing, Pericare, Catheter care, Bedmaking, Bed safety, Positioning, Ambulation, Walkers, Canes, Transfers 1-5: Lab Skills: Vital Signs, PPE</p>	<p>Gray-Morris: Chapters 2-5 Video of skills</p>
3 9/11/18 9/12/18 or 9/13/18 9/10/18(Mon) 9-12-18	<p>Assessing Health -vital signs Integral Components of Client Care -skin integrity and wound care 8-12: Lab Skills: Practice Vital Signs, (Obtain 6-8 sets of vital signs) Check off bathing, bedmaking, transfers. 1-5: Lab Skills: colostomy care, enemas, bedpan (practice + check off), NG Tubes, PEG feedings 3 Hour Mandatory Lab Practice (Obtain 6-8 sets of VS), practice all skills Medical Terminology Module 1 (Basic Word Structure) Exam Due Wednesday by 5PM</p>	<p>Chapter 29 Chapter 36 Video of skills Chabner, Ch 1</p>
4 9/17/18 9/17/18 (Mon) 9/19/18 or 9/20/18	<p><u>Exam 2 – (ch 29, 36) Tues, Sept 18, from 10-11</u> No Class- Math: Metric, Apothecary, Household and Conversions between systems (On your own) <u>Quiz #2 (Ch 22-Young/Middle Age Adults) due Monday by 5PM</u> 3 Hour Mandatory Lab Practice Practice NG insertion/removal, VS 8-12:Lab Skills: Check off vital signs, NG insertion/removal 12-1: Healthcare Facility Orientation DVD 1-5: Lab Skills: Oxygen therapy, suctioning, Simulation</p>	<p>Gray-Morris: Chapters 6-8</p>
5 9/25/18 9/26/18 or 9/27/18 9-26-18	<p>Integral Components of Client Care -asepsis Promoting Physiological Health - activity and exercise Nursing Process - documenting, reporting CLINICAL 0630-1500 Medical Terminology Module 2 (Organization of Body) Exam Due Wednesday by 5PM</p>	<p>Chapter 31, pp 602-626, 636-637 Chapter 44 Chapter 15 Chabner, Ch 2</p>

The syllabus/schedule are subject to change

<p>6 10/1/18</p> <p>10/3/18 or 10/4/18 10/5/18 (Fri)</p>	<p><u>Exam 3(ch 15, 31, 44) Tues, Oct 2 from 10-11</u> No Class Math: Dosage calculations, PO/parenteral meds(On your own) <u>Quiz #3(Ch 23- Elderly Adult) due Monday by 5PM</u> CLINICAL 0630-1500</p> <p>Med Paper Due to Assignment Submission folder by 5PM!!</p>	<p>Gray-Morris:Ch 14-18</p>
<p>7 10/9/18</p> <p>10/10/18 or 10-11-18 10-10-18</p>	<p>Promoting Physiological Health -pain management The Nursing Process - diagnosing, planning, implementing, and evaluating Dosage Calculations 8-12:Lab Skills: Medication Administration 1-5: Lab Skills: Practice Medication Administration Skills Medical Terminology Module 3 (Suffixes)Exam Due Wednesday by 5PM</p>	<p>Chapter 46</p> <p>Chapters 12-14 Chapter 35 Chapter 35, Gray-Morris: Ch 20 Chabner, Ch 3</p>
<p>8 10/15/18</p> <p>10/15/18 (Mon) 10/17/18 or 10/18/18</p>	<p><u>Exam 4 (Ch 12-14, 35, 46) Tues, Oct 16 @ 10-11</u> No Class Quiz #4 (ch 45- Sleep) due Monday by 5PM 3 Hour Mandatory Lab Practice 8-12: Lab Skills:Practice Medication Administration Skills 1-5: Lab Skills: Check off medication administration Dosage Calc Exam 0800-0810</p>	
<p>9 10/23/18</p> <p>10/24/18 or 10/25/18 10-24-18</p>	<p>Promoting Physiological Health -oxygenation -circulation Dosage Calc Exam 1500-1510, if needed 8-12:Simulation vs clinical?? Medical Terminology Module 4 (Prefixes) Exam Due Wednesday by 5PM</p>	<p>Chapter 50 Chapter 51</p> <p>Chabner, Ch 4</p>
<p>10 10/29/18</p> <p>10/31/18 or 11/1/18</p>	<p>No Class Quiz #5 (Ch 38, 39- sensory perception/-self-concept) due Monday by 5PM Dosage Calc Exam Date/Time TBD CLINICAL 0630-1500</p>	
<p>11 11/6/18 11-7-18 or 11-8-18 11-7-18</p>	<p>Promoting Physiological Health -urinary and fecal elimination CLINICAL 0630-1500</p> <p>Medical Terminology Module (Body Systems) Exam Due Wednesday by 5PM</p>	<p>Chapter 48, 49</p> <p>Chabner, Appendix 1</p>
<p>12 11/12/18</p> <p>11/14/18 OR 11/15/18</p>	<p><u>Exam 5 (Ch 48, 49, 50, 51) Tues, Nov 13 from 10-11</u> No Class Quiz #6 (Ch 40, 41- sexuality /spirituality) due Monday by 5PM CLINICAL 0630-1500</p>	
<p>3 11/20/18</p> <p>11/22-23/18</p>	<p>Promoting Physiological Health -nutrition -fluid and electrolyte and acid-base balance No Clinical Thanksgiving Holidays</p>	<p>Chapter 47, pp 1143-1170 Chapter 52</p>
<p>14 11/26/18</p> <p>11/28/18 or 11/29/18</p>	<p><u>Exam 6 (Ch 47, 52) Tues, Nov27 from 10-11</u> No Class Quiz #7 (Ch 42, 43- stress and coping/loss, grieving and death) due Monday by 5PM CLINICAL 0630-1500</p>	

The syllabus/schedule are subject to change

15 12/4/18	Quiz #8 (Ch 27, 28- teaching, delegating) due Wednesday by 5PM Integral Aspects of Nursing -teaching -delegating CLINICAL 0630-1500	Chapter 27 Chapter 28 (pp 467-471)
12/5/18 or 12/6/18		

The syllabus/schedule are subject to change