

Name of Department:	Nursing
Instructor Name:	Sheral Cain MSN, RN-BC
Office Location:	111A – Nursing Education Building
Office Hours:	As arranged
E-mail:	scain53223@aol.com
Telephone:	505-925-8915 or 505-220-3959
Class Meeting Days/Times:	111 – Nursing Education Building
Lab/Clinical Days/Times	M & W 0830-1200 Monday 1300-1500 + as arranged
pre-requisite:	Acceptance in nursing program
co-requisites:	HCHS 125, NURS 110, BIOL 238
Syllabus Fall/2017	
Title of Course:	NURS 115 Nursing Fundamentals
Course Description:	Introduces concepts and skills foundational to Associate Degree nursing. Emphasis is placed on use of best practice and nursing process to provide care for individual older adults with chronic health needs in long term care.
Credit Hours and Contact Hours:	8 credit hours (7-1-8) 7 hours theory per week, 48 hours lab/clinical per semester (3 clock hours per clinical credit hour times 16 week semester)
Course Objectives	<p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Begin to demonstrate professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities. 2. Identifies roles of the members of the interprofessional healthcare team for the delivery of healthcare for quality patient outcomes. 3. Define nursing care that is evidence based in a variety of healthcare settings. 4. Discuss and identify the principles of quality improvement within a variety of healthcare settings. 5. Demonstrate principles of safe nursing practice. 6. Demonstrate the use of different types of technologies for the management of information.
Required Text(s) and Supporting Materials:	<p>Castillo, S (2014) <u>Strategies, Techniques, & Approaches to Critical Thinking</u>, 5th Edition, St. Louis, Elsevier</p> <p>Mosby <u>Nursing Video Skills</u></p> <p>Ogden & Fluharty (2016) <u>Calculation of Drug Dosages 10th Edition</u>. St. Louis Elsevier</p> <p>Pagana, Pagana & Pagana <u>Mosby's Diagnostic and Laboratory Test Reference 12th Edition</u> St. Louis Elsevier</p> <p>Potter, P. A. & Perry, A. G. (2013) <u>Clinical Nursing Skills and Techniques, 8th Edition</u>. St. Louis. Mosby.</p> <p>Potter, P. A. & Perry, A. G. (2015) <u>Essentials for Nursing Practice, 8th Edition</u>. St. Louis. Mosby.</p> <p>Equipment kit</p>

Course Communication	Effective, ongoing communication is a key element of success in the nursing program. Instructors and staff communicate with students via email when not in class. Students need to check their UNM and Blackboard email accounts regularly. Full-time nursing instructors have voice mail, and communication should take place directly with your instructor. Full-time instructors hold scheduled office hours as posted in their syllabus and outside of their offices, and students may schedule conference times as needed. In addition, there is student representation on the nursing faculty committee, and the representatives are responsible for communicating pertinent information to their classmates. Part-time faculty will identify their preferred method for communication to the students.
Electronic Device Usage:	Cellphones and other devices except laptop computers are not permitted in the classroom setting. They must be silenced and put away. Cellphone that ring or are used during class or testing will result in the student being excused from the class or test. Any make-up of assignments or exams due to violation of this policy is solely at the discretion of the instructor. The use of computers is acceptable in the learning context of the class. Lectures may be audiotaped at the express permission of the instructor. Classroom capture is not available at this time.
Academic Integrity	<p>Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy: https://policy.unm.edu/regents-policies/section-4/4-8.html. The policy states:</p> <p><i>Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.</i></p> <p>Academic Dishonesty is defined as: <i>"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.</i></p>
Classroom Use/ Attendance/ Professional Behavior	<p>The classroom is available for student use outside of regularly scheduled classes when other classes are not in session. There is a reference area and computers available. In accordance with UNM policy there is no eating or drinking allowed in the classroom. Students may have water in enclosed bottles during class. See the current Student Nurse Handbook for complete listing of attendance and professional behavior policies.</p> <p>https://valencia.unm.edu/academics/nursing/applications/student-handbook-2016.docx</p>

Student Concerns or Grievances	<p>UNM-Valencia nursing program follows the specific Grievance Procedure as provided in the UNM Valencia Catalog. Prior to participating in the campus procedure, the student is encouraged to review their complaint within the nursing department by following these steps:</p> <p>SBAR: To be used as a tool for communicating student concerns in a professional manner.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • The student completes the SBAR using professional language to communicate a concern about classroom, clinical or lab. You may check with your faculty if you are unsure if this process is necessary. • Email the completed SBAR to the instructor. • The instructor will contact the student after reviewing the SBAR to schedule a face to face meeting to discuss the SBAR. The student should bring a printed copy to the meeting.
STUDENTS WITH DISABILITIES:	<p>In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), reasonable accommodations are made to all qualified students unless such accommodations fundamentally alter a program or service or place an undue hardship on the operation of the University. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or jmlujan@unm.edu.</p>
EQUAL OPPORTUNITY AND NON-DISCRIMINATION:	<p>In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html.</p>
<p>Teaching Methods (Lecture, Labs, Clinical Experiences, Small Groups, Case Studies, On-Line Components, including Asynchronous Discussions, Kaplan/Evolve, Live stream videos/DVD):</p> <p>NURS 115 will use a variety of approaches to meet the course outcomes. These instructional methods may include, but are not limited to lecture, audio-visual materials, guided discussions, group projects, role playing, self-evaluation, written assignments, computer and on-line activities, decision-making exercises, clinical experiences, field trips and observational experiences.</p>	

Attendance Policy and Policies on Clinical/Lab Behavior:

Attendance for clinical/lab is mandatory. There are some circumstances under which students should not be in the clinical setting. These include, but are not limited to, hospitalization and communicable illnesses. It is always the responsibility of the student to notify the clinical instructor and the course faculty member prior to the time of the absence. If proper notification is not provided, the absence will be considered unexcused. Unexcused absence will result in a 0 for that clinical day and failure of the course.

Under no circumstances is a student to leave the clinical setting without first notifying the instructor. If a student leaves clinical any time before the end of the scheduled clinical, the student will not receive credit for this clinical day.

Absences, including leaving clinical early, are unacceptable and may result in course failure.

In the Lab it is expected students **WILL**:

- Leave the mannequins and beds clean with supplies put away and repackaged appropriately.
- Keep all reference materials, lab equipment and sharps in the nursing labs.
- Report any problems with the lab equipment, supplies, beds and mannequins to the Lab Assistant or instructors.
- Be considerate of those around you - keep noise/voice level under control.
- Bring required equipment to each lab session.
- Adhere to all lab policies.
- Respect possessions of the school and other students.

See the Nursing Student Handbook for all policies and requirements.

This Syllabus, including the Course Schedule, is subject to change at the discretion of the Instructor in accordance with UNM Valencia Academic Policies. In the event there is a discrepancy between the syllabus and the Student Handbook, the current Student Handbook is the authoritative source.

Evaluation/Grading Policies:

To successfully complete the course, the student must achieve 1) a minimum of 75% (C) test average 2) a minimum of 75% (C) overall course average, and 3) Pass in the clinical portion. Failure of any one or more of these components results in failure of the course regardless of the time the student is exited from the course. See the student handbook for progression policies. **There is no rounding of any score or course grade (examples: a 74.99% is not rounded to a 75%. A score of 90.99% is not rounded to a 91%).**

The course grade is based on the below listed components. Late assignments will result in a one (1) letter grade penalty for each calendar day the assignment is late. No assignment will be accepted if more than three (3) calendar days late.

Exams (5)	75%
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Course Specific	15%
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Group Project

Elder interview

Evaluation of research article

Safety Assignment

Kaplan	10%
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All assignments are to be created as a Microsoft Word document and uploaded into the appropriate link in Blackboard. Discussions or Journal entries should be created in Word and then cut and pasted into the appropriate discussion block or Journal section. Written work must follow APA 6th edition guidelines. Refer to the APA Publication Manual 6th ed. (a copy is on reserve in the library) and/or the Purdue Owl website. **Font setting must be Times New Roman or Arial at 12pt.**

Grading Scale

98-100	A+	75-77	C
94-97	A	70-74	C-
91-93	A-	67-69	D+
88-90	B+	64-66	D
84-87	B	60-63	D-
81-83	B-	0-59	F
78-80	C+		

Clinical Grading Policy: All clinical/lab rotations will be graded with a “Pass/Fail.” To pass, a student must successfully complete all required clinical hours, assignment work, and Meet the following performance evaluation criteria:

- Student is expected to *Meet Expectations* for Clinical Evaluation Competencies (CEC) in order to pass the course.
- It is understood student MAY NOT meet all of the CECs in the beginning weeks of the course. It is expected the student will be meet all of the CECs within the last weeks of the clinical experience.
- If student *Meet Expectations* in all CECs, it is optional for the course instructor of record to write a narrative note.
- If student DOES NOT *Meet Expectations* in one competency, the course instructor of record is required to write narrative note.
- If a student DOES NOT *Meet Expectations* in one competency two weeks in a row, the course instructor of record will discuss with student options for improvement.
- If a student DOES NOT *Meet Expectations* in one competency three weeks in row, the student will be placed on Clinical Probation and a written improvement plan developed by the course instructor of record and signed by both that instructor, the program director, and the student.

Failure to pass the clinical/lab component will result in a failure of both theory and clinical components of the course. All admission and progression policies apply.

Kaplan

This course has a Kaplan component that is comprised of four (4) segments that total 10% of the course grade. Specific requirements related to Kaplan for this course include:

Focused Review (practice) Test in Assigned Content Area	Points
90-100%	25
80-89.9%	20
60-79.9%	15
40-59.9%	10
< 39.9%	0
Integrated (proctored) Test in Content Area	
≥ 70 th percentile	25
60- 69.99 th percentile	20
50–59.9 th percentile	15
40–49.9 th percentile	10
<40 th percentile	0
Remediation of Focused Review Test(s)	
Remediates all questions minimum of 1 minute	25
Remediates all questions minimum of 45 seconds	20
Remediates only wrong questions minimum of 45 seconds	15
Remediates >50% minimum of 45 seconds	10
Remediates < 50% and/or minimum of 45 seconds	0
Remediation of Integrated Test	
Remediates all questions minimum of 1 minute	25
Remediates all questions minimum of 45 seconds	20
Remediates only wrong questions minimum of 45 seconds	15
Remediates >50% minimum of 45 seconds	10
Remediates < 50% and/or minimum of 45 seconds	0
Total points	

Abbreviated Course Schedule Term and Year

Week	Date	Objectives	Content	Preparation
1	8/21/17	<ul style="list-style-type: none"> Become familiar with UNM-Valencia policies and procedures Meet classmates and faculty 	Orientation	
	8/23/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Discuss purposes of health assessment (SLO 3) Identify significant data to be collected during health history (SLO 6) Practice physical assessment skills(SLO 1) Describe the attributes of a critical thinker (SLO 2) Discuss the use of critical thinking skills in nursing practice (SLO) Describe each part of the nursing process (SLO 3) Differentiate between subjective and objective assessment data(SLO 1) Document assessment findings (SLO6) 	Critical thinking	Potter & Perry Chapters 8 & 9
2	8/28/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Describe each part of the nursing process (SLO 3) Document assessment findings (SLO6) 	Nursing Process Review VS, orient to skills lab	Potter & Perry Chapter 15 Castillo 1-2, 1-3, 1-4, 1-5, 1- Concepts for Nursing Practice "Vital Signs"
	8/30/17	Review and test off on previously learned skills	Body Mechanics Infection Control	Castillo 1-9, 1-10 Potter & Perry chapter 10 & 14 Concepts for Nursing Practice "Safe Patient Handling" & "Basic Infection Control"
3	9/4/17	Labor Day holiday – no classes		
	9/6/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Identify reasons for reporting and recording client care (SLO1,4) Identify guidelines for legal, effective documentation and reporting (SLO4,5) <p>Compare various methods used for documentation in the health care setting(SLO6)</p>	Informatics and Documentation	Potter & Perry Chapter 10

	9/6/17	<p>Upon completion of this unit, the student will be able to (SLO1,2,4)</p> <ul style="list-style-type: none"> Discuss more than one way of understanding health and illness and how that influences the health practices of clients (SLO 2,4) Describe the professional nurse's role in health and illness (SLO 2) 	<p>Health & Wellness</p> <p>Lab Practice</p>	<p>Potter & Perry Chapter 16</p> <p>Elder interview due</p>
4	9/11/17	Evaluation of Learning	Test #1	
	9/13/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Discuss the nurses legal responsibilities with regard to medication administration (SLO 4) Identify the variety of routes by which medications may be administered (SLO 5) Discuss the importance of an accurate history and assessment factors to consider when administering medications. (SLO 1) Discuss the use of the nursing process during medication administration. (SLO 5) Demonstrate safe and appropriate performance of skills associated with the administration of medications. (SLO 5) 	<p>Medication Administration</p>	<p>Concepts for Nursing Practice</p> <p>"Safe Medication Administration"</p> <p>"Nonparenteral Medication Administration" & "Injections"</p> <p>Potter & Perry Chapter 17</p>
5	9/18/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Discuss purposes of health assessment (SLO 1) Identify significant data to be collected during health history(SLO6) Practice physical assessment skills (SLO 5) Demonstrate safe and appropriate performance of skills associated with the administration of medications(SLO 5,6) 	<p>Health Assessment practice</p> <p>Neurological Assessment</p>	Potter & Perry Chapter 16
	9/20/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Identify the variety of routes by which oxygen may be administered. (SLO 1) Discuss the importance of an accurate history and assessment factors to consider when administering oxygen. (SLO4) Discuss the use of the nursing process during oxygen administration. (SLO3) Discuss the importance of an accurate history and assessment when preparing to implement wound care. (SLO 4) Demonstrate safe and appropriate performance of skills associated with wound care (SLO5) 	Oxygenation	<p>Concepts for Nursing Practice</p> <p>"Respiratory Care"</p> <p>Potter & Perry Chapter 30, 37</p>
6	9/25/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Identify sources of law, standards of care and ethical standards that effect nurses (SLO4) Describe the legal obligations of professional nurses (SLO3,4) Explain informed consent and negligence as they effect nursing practice (SLO4) List sources for standards of care for nurses (SLO4) 	<p>Orientation LRC 143</p> <p>Legal/Ethical</p>	Potter & Perry Chapters 5 & 6

	9/27/16	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Describe the communication process (SLO1) Identify behaviors and attitudes that facilitate and that hamper the communication process(SLO 1) Compare and contrast social, intimate and therapeutic relationships (SLO1) Explain the role of communication within each step of the nursing process(SLO 3,4) Identify techniques that can be used with clients who have special communication needs (SLO1,6) Discuss the role of caring in the nurse-client relationship (SLO 4) 	<p>Communication</p> <p>Neurological & Respiratory Assessments</p>	Potter & Perry chapter 11
7	10/2/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Identify concepts of culture, ethnicity, race, ethnocentrism, and stereotyping (SLO1) Discuss the of acquisition of values, belief and attitude in self and others (SLO1) Identify the impact of values, beliefs and attitudes on health care options (SLO 2) Discuss how personal values, beliefs and attitudes may conflict with your professional role (SLO 1,23) Identify the role of culture, habits and customs in the health care options that a client selects(SLO 1,2) Discuss nursing strategies to perform cultural assessment and ensure delivery of culturally sensitive care. (SLO 1,5,6) 	<p>Cultural Diversity</p> <p>Mental Health Assessment</p>	Potter & Perry Chapter 20
7	10/4/17	Evaluation of learning	Test #2	
8	10/9/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Discuss demographic, morbidity and mortality data as it relates to gerontology (SLO6) Identify common myths about aging (SLO3,4) Describe normal physiological changes that occur with aging(SLO1) Identify the nurse's role in caring for older adults(SLO 1,3,4) 	<p>Geriatric nursing</p> <p>-CVA ischemia</p> <p>-BPH, prostatic cancer ---</p> <p>glaucoma, cataract,</p> <p>macular degeneration</p> <p>-Alzheimer's</p>	Potter & Perry Chapter 22
9	10/16/17	<p>Upon completion of this unit, the student will be able to</p> <ul style="list-style-type: none"> Identify factors that commonly influence elimination(SLO 1) Formulate nursing care plans and/or concept maps for clients with impaired elimination (SLO 1,5) Describe laboratory and diagnostic tests used to evaluate elimination(SLO 6) 	Elimination	Potter & Perry Chapters 34 & 35
	10/18/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Discuss the rationales for the intubation of the urinary system. (SLO 3) Identify the differences and rationale between intermittent and indwelling urinary intubation. (SLO 1,3) Discuss the importance of an accurate history and assessment when preparing to place a urinary catheter. (SLO1,4) Demonstrate safe and appropriate performance of skills associated with implementing/maintaining, and 	Urinary Catheterization	Concepts for Nursing Practice "Urinary Catheter Management"

		discontinuing urinary catheterization (SLO5)		
10	10/23/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Identify function and normal stages of sleep (SLO1) Identify factors that normally promote and disrupt sleep(SLO1,5) Describe appropriate outcomes and interventions for clients with common sleep disorders.(1,3,5) 	Sleep & Rest	Potter & Perry Chapter 31
	10/25/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Identify purposes of patient education (SLO 1) Compare the communication and teaching processes (SLO4) Identify principles of effective teaching (SLO1) Use the nursing process to make a teaching plan of care (SLO3,4) Describe ways to adapt teaching for clients with different learning needs (SLO1,2) Identify methods for evaluating learning (SLO1,4) Describe appropriate documentation of teaching(SLO6) 	<p>Patient Education</p> <p>Hair, Skin, and Nail Assessment</p>	Potter & Perry Chapter 12
	10/4/17 10/11/17	Administer flu shots	UNMH	0900-1200
11	10/30/17	Evaluation of learning	Test #3	
11	10/30/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Describe physiology of pain (SLO1) Discuss common misconceptions about pain experiences (SLO1,4) Identify ways to assess pain and appropriate outcomes and interventions for clients experiencing pain (SLO1,4,5) Describe guidelines for selecting and individualizing pain therapies (SLO1,3,5) Evaluate client's response to pain therapies (SLO1) 	<p>Pain management</p> <p>Eye/ Vision, Ear/Hearing and Oral Health</p>	<p>Potter & Perry Chapter 32</p> <p>Kaplan Fundamentals Practice A open</p>
	11/1/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Describe environmental factors that pose risks to patient safety (SLO 5) Describe factors that create a culture of safety (SLO4,5) Assess risks to patient safety (SLO5) 	Safety	Potter & Perry Chapter 28
12	11/6/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Discuss pathophysiology and physical manifestations of Type 2 diabetes (SLO1) Discuss nursing interventions and teaching for patients with Type 2 diabetes (SLO1,3) Discuss complications of diabetes (SLO1,4) 	Type 2 Diabetes	<p>Lewis chapter 49 (available in Learn)</p> <p>Kaplan Fundamentals Practice A Due</p>
	11/8/17	<p>Upon completion of this unit, the student will be able to</p> <ul style="list-style-type: none"> Identify dietary guidelines for Americans 	<p>Nutrition</p> <p>Abdominal/Nutrition Assessment</p>	<p>Potter & Perry Chapter 33</p> <p>Safety Assignment Due</p>

		(SLO1) <ul style="list-style-type: none"> Formulate concept maps for clients who have or are at risk for nutritional problems(SLO 1,3)) Describe a variety of ways to provide nutrition (SLO1) Identify how cultural factors influence nutrition (SLO1,4) 		Concepts for Nursing Practice “Enteral Nutrition” Kaplan Fundamentals Practice B open
	11/8/17	Upon completion of this unit, the student will be able to: <ul style="list-style-type: none"> Assess clients for adequacy of mobility and exercise (SLO 1,5) Formulate nursing care plans and/or concept maps for clients with impaired mobility (SLO1,3) Identify effects of decreased mobility on each body system (SLO1,3,5) 	Mobility Transfers/Gait	Potter & Perry Chapter 27, 36
12	11/13/17	Upon completion of this unit, the student will be able to: <ul style="list-style-type: none"> Identify characteristics of various family forms and the health implications of each (SLO1,2) Discuss frameworks that guide family assessment: developmental, structural and functional (SLO1,2,3) Identify characteristics of a healthy family (SLO1,2) Discuss the impact of risk factors regarding family health (SLO1,3,5) 	Family Musculoskeletal Assessment	Potter & Perry Chapter 24 Evaluation of Research Article due
	11/13/17	Evaluation of Learning	Test #4	
	11/15/17	Upon completion of this unit, the student will be able to: <ul style="list-style-type: none"> Begin to define nursing as a profession (SLO4) Discuss entry-level educational preparation for professional nurses (SLO1). Identify different models used to deliver nursing care (SLO1,2) Discuss the use of research in nursing practice (SLO3) Discuss contributions of nurse leaders (SLO2) 	Professional Roles	Potter & Perry Chapter 13 & 19 Kaplan Fundamentals Practice B due
	11/20/17	Upon completion of this unit, the student will be able to: <ul style="list-style-type: none"> Identify three stages of the general adaptation syndrome (SLO1,3) Discuss factors that influence individual responses to stress (SLO 1,3) Formulate nursing care plans and/or concept maps for clients who have or are at risk for increased stress (SLO 1,3) Identify the influence of stress in the workplace on individual nurses(SLO 2) 	Stress and coping Lab Practice	Potter & Perry chapter 23, 25
13	11/22/17	• Evaluation of Learning	Kaplan Test	
14	11/27/17	Upon completion of this unit, the student will be able to: <ul style="list-style-type: none"> Define grief and loss and discuss three ways of understanding the grieving process (SLO 1) Identify legal and ethical issues concerned with the end of life (SLO 1,3) Discuss principles of palliative care (SLO 1,3) Discuss own personal experiences and feelings about death and loss (SLO1,2) Discuss the relationship of spirituality to the individual’s total being (SLO 1) 	End of Life Care Spiritual Health	Potter & Perry Chapter 21 & 26

		<ul style="list-style-type: none"> Describe the relationship between faith, hope, and spiritual well being(SLO 1) 		
	11/29/17	<p>Upon completion of this unit, the student will be able to</p> <ul style="list-style-type: none"> Identify the concepts of fluid volume r/t body fluids, electrolytes, functions of the body maintaining balance, routes of gains and losses of fluids (SLO 1,3) Identify appropriate nursing diagnosis for selected fluid volume excess/deficits situations (SLO 1) Identify appropriate outcomes for client with fluid volume excess/deficits and therapeutic nursing interventions to assist with the fluid 	Fluid Balance Skills checks	Potter & Perry Chapter 18
15	12/4/17	0900-1400 End of Life Seminar		
	12/6/17	<p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> Begin to define nursing as a profession (SLO4) Discuss entry-level educational preparation for professional nurses (SLO1). Identify different models used to deliver nursing care (SLO1,2) Discuss the use of research in nursing practice (SLO3) Discuss contributions of nurse leaders (SLO2) 	Group project presentations	Group project
Final	12/11/17 0930-1130	Evaluation of learning	Test #5	Final conferences

Elder Interview Assignment – due 9/6/2017

- Choose someone you consider wise and get permission to do a 15-20 minute interview
- Ask them (at a minimum)
 - How they define good health
 - When they felt they were the healthiest
 - Who is responsible for their health
 - How they would like to see health care delivery changed
- Summarize the interview on one page to discuss in class and turn in

Safety Assignment – due 11/8/2017

- You will perform a safety assessment on your home
- Turn in the questions regarding your assessment

Evaluation of Research Article Assignment – due 11/13/17

Choose a nursing research article and answer the following questions:

- Is this research qualitative or quantitative?
- Identify the elements of the PICO(T) question
- Are the results significant? How will this research be utilized?

Group Assignment

You will receive your group project assignment by November 8th.

You will have time during the class period on November 8th to work on the assignment. The presentation will take place on Wednesday, December 6th. The presentation can be no more than 30 minutes in length.

You are required to prepare at least one handout for class members that will assist students remember the key information you present. Have fun and use your imaginations as you plan to present in a way that will be helpful and interesting to your classmates. I will copy the handouts for you if you wish; please get them to me prior to the presentation date. Please let me know ahead of time if you need any equipment in addition to a set up for power point. I will be available for consultation as you prepare your presentation. The sky is the limit for this project. Unless lecture is your very favorite way to learn, try to come up with a more interesting way to present your information.

You will be graded by your group on group participation and the class will grade you on presentation. Rubrics for both follow.

Rubric for Group Grade

Group attendance	20- attended all scheduled group meetings	15- attended almost all group meetings and communicated with members when did not attend	10- attended some meetings or attended most but did not communicate with members about absences	5- attended few group meetings	0- did not attend scheduled group meetings
Input	20- contributed many exciting ideas and provided resources	15- contributed some ideas and resources to the group project	10- made very few contributions of ideas or resources	5- did not contribute ideas or resources	0- contributions negatively effected group work
Process	20- made significant, helpful contributions and worked hard on this project	15- made contributions and did some work on this project	10- made some contributions and did some work on the project	5- very few contributions and little work toward accomplishing the group goal	0- contributed no work toward this group project
Output	20- group output reflects a significant part of this member's work	15- group output reflects some of this member's work	10- group output reflects a small amount of this member's work	5- group output reflects very little of this member's work	0- group output reflects no contribution from this member

Other factors: leadership, communication, group process	20- demonstrated excellence in leadership, communication and ability to work in a group	15- performed well in the areas of leadership, communication and ability to work in a group	10- average performance in leadership, communication and the ability to work in a group	5- poor performance in leadership, communication and the ability to work in a group	0- performance in the areas of leadership, communication and ability to work in the group negatively effected this group
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Group Presentation Grade for Group Project

Clarity of presentation	20- the presentation was done in a logical manner and was understandable throughout	15- most of the information was presented clearly and logically	10- some of the material presented was difficult to follow or understand	5- most of the material presented was difficult to follow or understand	0- almost all of the material presented was difficult to follow or understand
Quality of presentation delivery	20- volume and speed of delivery was appropriate; any technology/tools used was/were appropriate and helpful	15- speakers were sometimes difficult to understand (too soft, too fast, etc; technology/tools added to the presentation	10- often difficult to understand speakers, some technology/tools did not add to effectiveness of presentation	5- usually difficult to understand speakers, some technology/tools did not add to effectiveness of presentation	0- most or all presenters were difficult to hear or understand, technology/tools used did not add to effectiveness of presentation
Coverage of required contents	20- every requirement listed on the assignment sheet was adequately covered	15- most requirements listed on the assignment sheet were adequately covered	10- some requirements were skipped or not adequately covered	5- many requirements were skipped or not adequately covered	0- few of the required areas were addressed and adequately covered
Quality of handout	20- the handout/s added a lot to the presentation and my understanding of the topic	15- the handout/s added some to the presentation and my understanding of the topic	10- the handout/s is/are somewhat helpful	5- the handout/s is/are only slightly helpful, it/they is/are confusing in areas	0- the handout/s is/are unclear or confusing and therefore not helpful
Usefulness of material presented	20- I feel significantly better prepared to care for clients than before the presentation	15- I feel somewhat better prepared to care for clients than before the presentation	10- I feel slightly better prepared to care for clients than before the presentation	5- I'm not sure if I'm better prepared to care for clients than I was before the presentation	0- this presentation was not helpful in preparing me to care for clients