



<b>Name of Department:</b> <b>Instructor Name:</b> <b>Office Location:</b> <b>Office Hours:</b> <b>E-mail:</b> <b>Telephone:</b> <b>Class Meeting Lab/Clinical Days/Times</b>	Nursing Sheral L.Cain MSN-Ed & Heidi Roberts MSN-Ed  cains@unm.edu  Mon & Tue 8-3 TBD
<b>Pre-requisites:</b>  <b>Co-requisites:</b>	Admission into the nursing program  BIO 238/248L (Human Anatomy & Physiology II with optional lab); NURS 202 (Introduction to Nursing Concepts); NURS 239 or 240 (Pathophysiology I or II)
<b>(Semester Year) Syllabus</b>	
<b>Title of Course:</b>	<b>NURS 204L Principles of Nursing Practice</b>
<b>Course Description:</b>	This course introduces the nursing student to the application of concepts through clinical skills in seminar, laboratory, and/or clinical settings. Principles of communication, assessments, safety, and interventions including accurate calculation, measurement, and administration of medications will be included.
<b>Credit Hours and Contact Hours:</b>	4 CH: 1 credit didactic/3 credits lab & clinical 16 contact hours didactic-144 hours lab & clinical/semester
<b>Course Outcomes</b>	Upon successful completion of this course, the student will: <ul style="list-style-type: none"> <li>• Describe the different types and characteristics of communication in professional nursing practice</li> <li>• Utilize the concepts presented in Level 1 nursing courses in the application to the care of the patient.</li> <li>• Demonstrate the principles of safety during the implementation of nursing skills.</li> <li>• Demonstrate the learned skills in patient based scenarios.</li> <li>• Utilize the nursing process to provide safe and effective care.</li> </ul>
<b>Required Text(s) and Supporting Materials:</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>

<b>Course Communication</b>	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 conferences as needed. In addition, there is student representation on the nursing faculty committee, and the
-----------------------------	---

	<p>representatives are responsible for communicating pertinent information to classmates. Part-time faculty will identify their preferred method for communication to the students.</p>
<p><b>Electronic Device Usage:</b></p>	<p>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.</p>
<p><b>Academic Integrity</b></p>	<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: <a href="http://policy.unm.edu/regents-policies/section-4/4-8.html">policy.unm.edu/regents-policies/section-4/4-8.html</a>. 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>
<p><b>Classroom Use/ Attendance/ Professional Behavior</b></p>	<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.</p> <p>See the current Student Nurse Handbook for complete listing of attendance and professional behavior policies.  <a href="https://valencia.unm.edu/academics/nursing/applications/student-handbook-2016.docx">https://valencia.unm.edu/academics/nursing/applications/student-handbook-2016.docx</a></p>
<p><b>Student Concerns or Grievances</b></p>	<p>UNM-Valencia nursing program follows the specific Grievance Procedure as provided in the UNM-Valencia <a href="#">Catalog</a>. Prior to</p>

	<p>participating in the campus procedure, the student is encouraged to review their complaint within the nursing department by following these steps:</p> <p><b>SBAR:</b> To be used as a tool for communicating student concerns in a professional manner.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Email the completed SBAR to the instructor.</li> <li>• 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.</li> </ul>
<p><b>STUDENTS WITH DISABILITIES:</b></p>	<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 <a href="mailto:jmlujan@unm.edu">jmlujan@unm.edu</a>.</p>
<p><b>EQUAL OPPORTUNITY AND NON-DISCRIMINATION:</b></p>	<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 - <a href="http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf">www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf</a> ). 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 (<a href="http://oeo.unm.edu">oeo.unm.edu</a>). For more information on the campus policy regarding sexual misconduct, see: <a href="https://policy.unm.edu/university-policies/2000/2740.html">https://policy.unm.edu/university-policies/2000/2740.html</a> .</p>
<p><b>Teaching Methods:</b> NURS 204L 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, laboratory exercises and clinical experiences.</p>	
<p><b>Successful completion of NURS 204L requirements :</b> A cumulative average of all theory tests at 77% or higher and</p>	

An overall course grade of 77% or higher  
and  
A passing grade in lab and clinical  
and  
Completion of all components of the course.

**Evaluation/Grading Methods:**

*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.***

**Grading Scale:**

98-100 A+

93-97 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

79 C+

**77-78 C**

73-76 D+

70-72 D

67-69 D-

0-67 F

***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. 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 (3)	60%
Simulation	10%
Kaplan	5%
Safety Assignment	5%
Interview	5%
Case Studies	10%
Skills Videos	5%

<b>WEEK</b>	<b>DATES</b>	<b>ASSIGNED CONCEPT(S)</b> (# corresponds to Giddens content organization)	<b>SKILLS</b>	<b>ASSIGNED READINGS</b> Potter and Perry unless otherwise specified	<b>SKILLS (Video Quizzes)/ HOMEWORK/ ASSIGNMENT/ EXAMS</b> Note: Skills listed should be found under the assigned concept unless otherwise specified. Skills in italics will be practiced in lab. Skills in boldface will be individually checked off by instructor.
1	August 20	<i>Orientation</i>	<ul style="list-style-type: none"> <li>▪ Syllabus review/ Expectations setting</li> <li>▪ Orientation to lab</li> </ul>		Lab 08-1530 with didactic included.
2	August 27	Communication #45	<ul style="list-style-type: none"> <li>▪ Therapeutic communication</li> <li>▪ SBAR</li> <li>▪ Documentation</li> <li>▪ Lateral violence</li> <li>▪ Conflict Resolution</li> </ul>	Chapter 11: Communication Chapter 10: Documentation, EHR & Reporting Chapter 10: Communication and the Clinical Interview (Halter)  Giddens Concept 45	
3	September 4  <b>All Students in lab on Tuesday</b>	Skin Integrity #27  Safety #47	<ul style="list-style-type: none"> <li>▪ Bed making (specialty beds, occupied bed)</li> <li>▪ Donning &amp; doffing gloves &amp; other protective gear/isolation procedures</li> <li>▪ Handwashing</li> <li>▪ Medical asepsis</li> </ul>	Chapter 31: Hygiene & Personal Care Chapter 14: Asepsis & Infection Control Chapter 38: Skin Integrity & Wound Care  Giddens Concept 27 (pp. 261-262- only up to Age-Related Differences) Giddens Concept 47	<i>Making an Unoccupied Bed</i> <i>Making an Occupied Bed Using PPE</i> <i>Performing Hand Hygiene</i> <i>Performing Sterile Gloving</i>  <b>Skills Videos in Giddens Safety Assignment</b>
4	September 10	Perfusion #18	<ul style="list-style-type: none"> <li>▪ <b>Vital signs-</b> temperature (oral,</li> </ul>	Unit IV: Nursing Assessment- Chapter 15	<b><i>Taking temperatures</i></b> <b><i>Assessing apical pulse</i></b> <b><i>Assessing Apical-radial pulse</i></b>

			temporal, tympanic, rectal), pulse (peripheral & apex), respirations, BP, pain, SPO <sub>2</sub> monitoring <ul style="list-style-type: none"> <li>Simple assessment</li> </ul>	Chapter 34: Pain Management  Giddens Concept 18 (pp. 167-168- only up to Age-Related Differences)	<b>Assessing Radial Pulse</b> <b>Assessing respiration</b> <b>Obtaining BP by 1-step method</b> Obtaining BP by 2-step method <b>Assessing Pain</b> <b>Measuring oxygen saturation with pulse oximeter</b>  <b>Skills Videos in Giddens</b>
5	September 17	Perfusion #18	Continue with Perfusion		<b>Exam 1 9/19/2018 12:30</b> <b>Week 1-4</b>
6	September 24	Safety #47	<ul style="list-style-type: none"> <li><b>Medication administration-</b> all routes except IV</li> <li>Medication calculations</li> <li>Fall &amp; self-harm prevention: alternatives to restraints first, then physical restraints- torso/belt/vest restraint, mittens, elbow restraints, wrist restraints</li> <li>Specimen collection- urine, stool, cultures, point-of-care testing (CBG)</li> <li><b>Little Room of Hazards 9/26/2018 All here. 12-4</b></li> </ul>	Chapter 17: Medication Administration Chapter 28, 29, 30: Safety	Administering Ear Medications Administering Eye Medications Administering Oral Medications Applying Topical Medications Documenting Medication Administration Ensuring the Six Rights of Medication Administration Handling Medication Variations Preventing Medication Errors Using Automated Medication Dispensing Systems Inserting a Rectal Suppository Using a Dry Powder Inhaler Using a Metered-Dose Inhaler Applying an Estrogen Patch and Nitroglycerin Ointment Preparing and Administering Insulin <b>Administering Subcutaneous Injections</b> Drawing up More than One Type of Insulin <b>Administering Intradermal Injections</b> <b>Administering Intramuscular Injections</b> Preparing Injections from a Vial Preparing Injections from an

					Ampule <b>Skills Videos in Giddens</b>
7	October 1	Mobility #26	Continue with Mobility		<u>Mobility:</u> <i>Assisting with ambulation using a gait belt</i> <i>Applying elastic stockings</i> Using a Sequential Compression Device <i>Assisting with Positioning a Patient in Bed</i> <i>Assisting with Moving a Patient in Bed</i> <i>Transferring from a Bed to a Wheelchair</i> Transferring from a Bed to a Stretcher Using a hydraulic lift <i>Performing PROM exercises</i>  <b>Skills Videos in Giddens</b>  <b>Medication Administration Check Off</b>
8	October 8	Functional Ability #2  Mobility #26	<ul style="list-style-type: none"> <li>▪ Bathing, oral hygiene (including dentures), hair care, foot care, perineal &amp; genital care, eye &amp; ear care</li> <li>▪ Ambulation- assisting client with 1 or 2 assistants, walker, cane, crutches</li> <li>▪ Compression stockings-SCDs</li> <li>▪ Immobilization</li> </ul>	Chapter 31: Hygiene & Personal Care  Giddens Concept 2  Chapter 29: Activity, Immobility & Safe Movement Chapter 33: Sleep  Giddens Concept 26 (pp. 252-253- only up to	<u>Functional Ability:</u> <i>Performing a Complete or Partial Bed Bath</i> Assisting with a Gown Change Assisting with a Tub Bath or Shower <i>Performing Back Massage</i> Performing Hair Care & Shampooing in Bed Performing Nail & Foot Care <i>Performing Perineal Care for a Female Patient</i> Performing Perineal Care for a Male Patient

			<p>devices- sling, bandage, splint, c-collar</p> <ul style="list-style-type: none"> <li>▪ Positioning, transferring, log rolling, moving in &amp; out of wheelchairs</li> <li>▪ Range of motion exercises- passive &amp; active</li> </ul>	Age-Related Differences)	<p><i>Cleaning Dentures</i> <i>Performing Oral Hygiene for an Unconscious Patient</i></p> <p><b>Skills Videos in Giddens</b></p> <p><b>Exam 2 10/10/2018 12:30</b> <b>Week 6 &amp; 7</b> <b>Vital Sign Check Off</b></p> <p><b>Rio Communities Health Fair 10/13/2018 08-1500</b></p>
9	October 15	<p>Safety #47</p> <p>Gas Exchange #19</p>	<p>Continue with Safety</p> <ul style="list-style-type: none"> <li>▪ Oxygen adjuncts- nasal cannula, simple mask, non-rebreather mask</li> <li>▪ Respiratory care- turn/cough/deep breathe, incentive spirometer</li> </ul> <p><b>Flu Shot Clinic @ UNMH 10/17/2018 8-1300</b></p>	<p>Chapter 32: Oxygenation &amp; Tissue Perfusion</p> <p>Giddens Concept 19 (pp. 178-179- only up to Age-Related Differences)</p>	<p><i>Applying Restraints</i> <i>Using Restraint Alternatives</i></p> <p>Collecting a Midstream Urine Specimen <i>Performing Blood Glucose Testing</i> Collecting a Specimen for Wound Culture Collecting a Sputum Specimen <i>Obtaining a Specimen from an Indwelling Urinary Catheter</i> Screening Urine for Chemical Properties Fecal Occult Blood Testing</p> <p><i>Applying a nasal cannula or face mask</i> Setting Oxygen Flow Rates Ensuring Oxygen Safety <i>Teaching Postoperative Exercises</i></p> <p><b>Skills Videos in Giddens</b></p> <p><b>Medication Math Exam in lab</b></p>
10	October 22	Nutrition #16	<ul style="list-style-type: none"> <li>▪ <b>Nasogastric/orogastric tube placement &amp;</b></li> </ul>	Chapter 35: Nutrition Chapter 37: Bowel	<p><u>Nutrition:</u> <b><i>Inserting a NGT</i></b></p>



		Elimination #17	<p>maintenance, feedings</p> <ul style="list-style-type: none"> <li>▪ Bed pans, urinals, assisting to bedside commode</li> <li>▪ Enema</li> <li>▪ Fecal ostomy pouch application</li> <li>▪ Measuring intake &amp; output</li> </ul> <p><b>Flu Shot Clinic @ UNMH 10/24/2018 8-1300</b></p>	<p>Elimination Chapter 36: Urinary Elimination</p> <p>Giddens Concept 16 (pp. 145-146- only up to Age-Related Differences Giddens Concept 17 (pp. 156-158- only up to Age-Related Differences)</p>	<p><b><i>Managing a NGT Removing a Feeding Tube</i></b></p> <p><b>Skills Videos in Giddens</b></p> <p><b>Interview</b></p>
11	October 29		Continue with Elimination		<p><u>Elimination:</u> <i>Assisting with a bedpan Assisting with a urinal Administering a cleansing enema Pouching a colostomy Measuring intake and output</i></p> <p><b>Skills Videos in Giddens</b></p>
12	November 5		Fundamentals Kaplan Practice B Monday & Tuesday Lab PM	Chapter 39: Cognitive & Sensory Alterations Chapter 27: Death & Loss	<b>Exam 3 11/7/2018 12:30 Week 8,9,10, &amp; 11 NG Check Off</b>
13	November 12	<b>Clinical Day Monday and Tuesday 07-1300</b>	<p>Clinicals</p> <p><b>SIMULATION: 11/14/2018 Medication Administration</b></p>		<p><b>Clinical sites: TBD</b></p> <p><b>Clinical Hours 0700-1300</b></p>
14	November 19	Clinical Day Monday and Tuesday 07-1300			

15	November 26	<b>Clinical Day Monday and Tuesday 07-1300</b>	Clinicals <b>Simulaton 11/28/2018</b>		
16	December 3	<b>Clinical Day Monday and Tuesday 0700- 1300</b>	Clinicals <b>Simulation 12/5/2018</b>		
17	December 10		FINALS WEEK		

CATEGORY	CALCULATION: AVERAGE x PERCENTAGE OF TOTAL GRADE	TOTAL POINTS PER CATEGORY
<b>UNIT TESTS (60% OF TOTAL GRADE)</b> Unit Test 1 _____ Unit Test 2 _____ Unit Test 3 _____  <b>Total</b> _____ ÷ 3 = _____ ≥ 77? ____	<b>Average x 0.60 = _____</b>	<b>Points = _____</b>
<b>ASSIGNMENTS (5% OF TOTAL GRADE)</b>  <b>Skills* on the NCO (5% of Assignment Grade)</b> <i>*100% grade on video quiz required for completion; no credit (0) for video quiz grade below 100%:</i> Week 1 _____                      Week 6 _____ Week 2 _____                      Week 7 _____ Week 3 _____                      Week 8 _____ Week 4 _____ Week 5 _____  <b>Total</b> _____ ÷ 8 = _____  Completion of any missed video quiz required on site on Week 17? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, specify week/video quiz on list above.  <b>Safety Assignment</b> <b>Interview</b> <b>Kaplan</b> <b>Case Studies</b> <b>Simulation</b>	<b>Video quizzes:</b> <b>Average x 0.05 = _____</b>	<b>Points = _____</b>
<b>Dosage Calculation</b>	<b>Pass _____ Fail _____</b>	
<b>Clinical Grade</b>	<b>Pass _____ Fail _____</b>	
<b>Comments:</b>  		<b>Total Points = _____</b>  <b>Course Grade = _____</b>

**NURSING 204L GRADING  
WORKSHEET**

GRADING SCALE			
98-100	A+	79	C+
93-97	A	77-78	C
90-92	A-	73-76	D+
87-89	B+	70-72	D
83-86	B	67-69	D-
80-82	B-	0-67	F

**STUDENT'S NAME:**

## NMNEC Medication calculation guidelines 4/16/14

Purpose: To assure medication dosage calculation accuracy in NMNEC graduates.

### Guidelines:

1. Calculation testing at each level.
2. Students must pass before administering medications in clinical.
3. Passing level is 90% or greater, determined by individual schools.
4. Students will be given at least one retest opportunity, as determined by individual schools.
5. The test will be on calculations, requiring interpretation of clinical data.
6. Calculations to be tested:
  - A. L1 & 2
    1. Interpret medication orders and standard abbreviations needed for dosage calculations;
    2. Convert within and between these selected measurement systems:
      - a. Metric
        - i. Convert weight between micrograms, milligrams, grams and kilograms
        - ii. Convert volume between milliliters and liters
      - b. Convert metric to Household
      - c. Convert weight between pounds and kilograms
      - d. Convert volume between ounces and milliliters
      - e. Convert volume between teaspoons and milliliters
    3. Calculate dosages of oral medications.
    4. Calculate parenteral medication volumes and dosages.
    5. Determine if an ordered amount is within a safe/recommended range.
  - B. L3 with increasing difficulty in later levels
    6. Calculate infusion rates and times for intravenous administration.
    7. Calculate volumes between milliliters per hour and drops per minute.
    8. Calculate total/end infusion times for intravenous fluids.
    9. Calculate amounts/times to administer IV push medications.
    10. Calculate infusion rates/times for intermittent intravenous (piggyback) infusions.
    11. Determine dosages based on a patient's clinical data (age, weight, vital signs or lab results)
    12. Calculate rates/dosages/amounts for intravenous medication drips.
7. Rounding rules
  - A. Dosage less than 1, round answers to nearest hundredth.
  - B. Dosage between 1-10, round answers to nearest tenth.
  - C. Dosage greater than 10, round answers to the nearest whole number.
  - D. For all weights, the final answer is rounded to the nearest tenth.
  - E. Pediatrics round dosage answers to nearest hundredth.
  - F. All IV hourly rates round to the nearest tenth.
  - G. All IV drops per minute rates round to the nearest whole number