NUR 205

Transition into Nursing

Flagstaff and AIP Lecture Course Pack

FALL 2010

Didactic (Lecture) Faculty:

Donna Price, MSN, ARNP, RN
Assistant Clinical Professor
(AIP)

Barbara U. Tomlinson, DHSc, MSN, RN
Assistant Clinical Professor
(Flagstaff)
I acknowledge that I have reviewed and read the syllabi for NUR 205 and NUR 205L. I understand the expectations and requirements for the classroom and skills lab/clinical portions of this course. I agree to abide by these regulations, terms, and policies as set forth in the syllabi.

I have provided documentation to the School of Nursing office of current CPR certification that will remain current at least through this semester, current malpractice insurance coverage that will remain in effect through this semester, a negative TB test or medical clearance for positive reactors that remains current (within 1 year) during the course of this semester. Documentation of Hepatitis B vaccination, MMR, Tdap, fingerprint clearance, health insurance coverage, and varicella status are also current and on file.

In addition, I have reviewed again the School of Nursing Undergraduate Student Handbook, and understand the policies that are in place to support my continued education in Nursing.

__________________________________________   __________
(Signature)         (Date)
COURSE OVERVIEW

Course Number: NUR 205

Course Name: Transition into Nursing

Credit Hours: 5 credits

Contact Hours: 3 Classroom (Lecture) hours weekly (3 credits)
6.5 Skills Lab/Clinical hours weekly (2 credits)

Day and Time: Flagstaff: Lecture: Tuesdays
1:00 pm - 4:00 pm MST
Room: 124 School of Nursing
Flagstaff Campus

AIP: Lecture: TBA
Room: TBA
AIP Campus

Didactic (Lecture) Faculty:

Flagstaff: Barbara U. Tomlinson, DHSc, MSN, RN
Assistant Clinical Professor

AIP: Donna Price, MSN, CNM, RN
Assistant Clinical Professor

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Primary E-mail Address: Please use mail function within Vista Shell for NUR 205
Alternate E-mail Address: Barbara.Tomlinson@nau.edu
Donna.Price@nau.edu

Office Hours: Posted on bulletin board next to TBA
B. Tomlinson’s office (# 215),
and by appointment

Pre-requisites: Admission to the program

Co-requisites: BIO 320, NUR 214

Course Description: Emphasis is on the development of the student as a caring competent nurse at a beginning level, and focuses on introduction to the nursing profession, skill development, and situational transitions to the student nursing roles. The Lecture and Skills Lab/Clinical portions of NUR 205 must be taken concurrently. 3 hours Lecture weekly, 6.5 hours Skills Lab/Clinical weekly. Letter grade only.
Student Learning Outcomes:
At the completion of NUR 205/NUR 205L, the successful student will be prepared to:

Accountability:

1. Identify ethical, professional and legal frameworks for nursing practice.
2. Discuss measures that ensure patient safety and integrity in health care system.
3. Assume accountability for self in transition to student nursing roles.

Caring:

4. Identify selected nursing theories that guide nursing practice.
5. Define caring and identify applications as knowledgeable deliberate interventions.

Clinical competence:

6. Demonstrate beginning basic competence and application of knowledge in the performance of basic nursing skills.

Communication:

7. Apply selected principles of therapeutic communication in nurse-patient interactions.
8. Demonstrate beginning professional communication skills in interactions with peers, faculty, and patients in limited clinical situations.
9. Demonstrate competence in the use of medical terminology.
10. Demonstrate effective written communication.

Critical thinking:

12. Apply steps of the nursing process to simulated and actual patient situations.
13. Apply selected concepts from behavioral, biological, and natural sciences that underlie nursing practice in the assessment, diagnosis, planning, implementing, and evaluating of basic nursing care.
14. Introduce and relate research finding to a selected nursing intervention.

Culture:

15. Recognize personal values and culture that influence personal health and behaviors.
16. Identify potential influences of culture, spirituality, race, religion, gender, lifestyle, and age on patient health and behavior.

Learning-teaching:

17. Recognize own learning needs and preferred learning styles.
18. Develop, deliver, and evaluate teaching to peers.

Management/Leadership:

19. Discuss the history of the nursing profession and development of contemporary nursing roles.
20. Organize and coordinate self to demonstrate beginning clinical competencies and successful transition into the role of student nurse.
**Required Textbooks:**


**Supplementary Resources: Electronic Reserve (Required as assigned):**


Course Structure/Course Approach:

This course is divided into theory (3 credits) and Skills Lab/Clinical (2 credits) segments. The theory (Lecture/classroom) section of the course addresses critical thinking and the nursing process, research-based nursing care, communication, caring, nursing theory, culture, select nursing skills and procedures (e.g., infection control, safety, hygiene, activity & mobility, skin integrity, wound care, pain management, vital signs, oxygenation, elimination), professional issues (e.g., ethics, legal implications), and professional nursing roles.

Clinical competencies emphasized in the Skills Lab/Clinical segment of the course focus on select nursing skills and procedures (e.g., infection control, safety, hygiene, activity & mobility, skin integrity, wound care, pain management, vital signs, oxygen therapy, documentation, nutrition, elimination). Nursing skills and procedures introduced and practiced in the Skills Lab setting are applied in limited Clinical experiences in well-defined practice settings. A separate course pack for NUR 205L (Skills Lab/Clinical) outlines that portion of the course.

NUR 205 will utilize a variety of approaches to support and enhance student learning and in achieving the course objectives. These instructional methods include, but are not limited to:

- lecture
- audio-visuals
- self-study
- guided discussion
- demonstrations
- self-evaluations
- clinical experiences
- group work
- quizzes
- return demonstration
- computer programs
- examinations
- case studies
- written assignments
- skills lab/clinical experiences
- reading assignments
- lecture handouts
- reflective journals

Course Evaluation: NUR 205 Course Grade will be based on grades earned on:

1. Examinations (Lecture) (2)
2. Cumulative Final Examination (Lecture)
3. In-class (Lecture) group assignments (2)
4. Online quizzes (Lecture) (3)
5. Online Case Studies (Lecture) (2)
6. Group Presentation In-Class (Lecture)
7. HESI Exam
8. Clinical Journals (Skills Lab/Clinical)
9. Clinical Health Requirements & Documentation for NUR 205 (Skills Lab/Clinical)
10. Final Skills Check-Off (Skills Lab)
11. Passing Clinical Competencies (Skills Lab/Clinical)
In order to pass NURSING 205, the student must achieve the following:

1. A combined average of 75% on all major exams (Exam #1, Exam #2, and Final Exam). Any student who does not achieve a 75%, or higher, exam average will receive an F for the course.
2. An overall course average of at least 75%.
3. A grade of Pass in the Clinical Evaluation Tool used for the Clinical component of the course.
4. Completion of all required Skills Lab/Clinical experiences, paperwork, documentation, evaluations, and any additional assignments required by Clinical Faculty.

Please NOTE:
In addition, the Skills Lab/Clinical component of this course is graded on a Pass/Fail basis, and successful completion of Skills Lab/Clinical is required to be able to obtain a C or better in the overall course. Any student who does not earn a Pass in the Skills Lab/Clinical component of NUR 205 will receive an F, regardless of points earned in the theory (Lecture) portion of the course. In other words, all students must earn a passing grade in both the Lecture and Skills Lab/Clinical portions of NUR 205 in order to pass NUR 205.

Please NOTE:
Any student who does not achieve a 75% or higher average on Exam #1, or does not maintain a 75% or higher overall average on the NUR 205 Exams, needs to consider making an appointment with his/her NUR 205 Lecture professor via the mail function within the Vista Shell for NUR 205, or by telephone, and to meet to discuss his/her status and to develop a plan for NUR 205.
**HESI Assessment Exam:**
Any student who scores 75% or higher on the HESI Assessment Exam will receive 25 points toward his/her Final Course Grade in NUR 205 (25 points is equivalent to 5% of the Final Course Grade).

**Clinical Health Requirements and Documentation:**
Clinical Health Requirements and Documentation are to be completed and copies submitted to the School of Nursing (SON) to the appropriate Department (e.g., Student Services Department) by the deadline. **Deadline:** The deadline is 5:00 pm Friday of Week 5.

**Final Course Grade:** Upon completion of all course requirements, the student may calculate the Final Course Grade as follows:

- A = 93-100%  (465 - 500 points) and **Pass in Clinical**
- B = 84-92%  (420 - 464.9 points) and **Pass in Clinical**
- C = 75-83%  (375 - 419.9 points) and **Pass in Clinical**
- F = below 75%  (below 375 points) **cannot progress**

Course grades are NOT rounded.

A minimum grade of C is required for passing in all courses required in the Nursing Program.
Class Assignment Description
For
Online Quizzes (Lecture)

The online Quizzes are located in the NUR 205 Vista Shell. They are also included in the Course Calendar within the NUR 205 Vista Shell. There are three quizzes, each with a specific “start” date and “end” date. These quizzes are open-book. However, students are expected (required) to take these quizzes by themselves. In other words, each student completes the quizzes alone, without assistance from another person. Additional information is included in the Assessment Section within the NUR 205 Vista Shell.

Class Assignment Description
For
Online Case Studies (Lecture)

The online Case Studies Assignments are located in the NUR 205 Vista Shell. They are also included in the Course Calendar within the NUR 205 Vista Shell. There are two Case Studies, each with a specific “start” date and “end” date. These Case Studies are located within the Evolve/Elsevier online resource site. These Case Studies are open-book. However, each student is expected (required) to work on and complete these Case Studies by him/herself. In other words, each student completes the Case Studies alone, without assistance from another person. Additional information is included in the Assessment Section within the NUR 205 Vista Shell.

Class Assignment Description
For
In-Class Group Assignments (Lecture)

The in-class Group Assignments are located in the NUR 205 Vista Shell. They are also included in the Course Calendar within the NUR 205 Vista Shell. There are two Group Assignments, each one is relevant to Lecture content within a specific week and each one has a specific “due date”.

Students will work in teams of 4 - 5 students in each group. Lecture Faculty will determine how those groups are developed. Work will begin during a specific Lecture and students will complete the assignment—as a group—outside the classroom setting.

All members will grade the other members of their group on group participation. One member of each group will submit the group’s work (as a WORD .doc file) in the Assignment Submission Box within the NUR 205 Vista Shell. All members of each group will submit a “participation grade” for each group member in the Assignment Submission Box within the NUR 205 Vista Shell.

Please refer to the “NUR 205 Group Work Guidelines and Expectations” and the “Group Participation Grading Rubric” located in this syllabus.
The class will be divided into groups (4-5 students per group). Each group will have 20 - 25 minutes for their Group Presentation. Each group will choose one of the following topics (modalities) for this assignment:

- Reiki Therapy
- Guided Imagery
- Acupuncture
- Therapeutic Touch
- Herbal Therapy
- Traditional Chinese Medicine
- Massage
- Music Therapy
- Biofeedback
- Tai Chi
- Art Therapy
- Yoga

The group presentation should be organized to include the following:

- Introduction to the selected therapy, including a definition, brief history of the practice, and 2 research articles that support the use of your chosen modality. Present a brief description of the findings of your 2 research articles (primary research). Include the research articles in the Reference List and hand in a copy of both research articles.

- Explanation of the indications and use of the selected therapy (i.e., When would you use this therapy? What situations/cases/groups of patients would benefit most? How is it safely practiced?)

- Relevance to nursing practice (i.e., why is it important to understand the significance of this particular approach to healing? How will you apply this understanding to your developing nursing practice? How does it promote your definition of caring?)

- Actual case or documented description of application of therapy. How was it used? What was its outcome?

- Approach: Group Presentation was professional, creative, and reflected team work and cooperative effort.

ALSO, when you are giving your Group Presentation in class, please remember to: (a) introduce the members of your group, (b) ensure that all group members participate (talk) in the group presentation, (c) use Power Point® and any other additional learning aides/tools to promote student (your peers) learning, (d) hand in a paper copy of your Power Point® presentation (which also includes the names of your group members and your Reference List), (e) hand in a paper copy of your 2 research articles, and (f) one member of the group submits your group’s Power Point® presentation into the Assignment Drop Box in the NUR 205 Vista Shell.
Please NOTE: Your 2 research articles must be research articles from a primary source (i.e., one that is written by a person(s) who actually conducted the research). A clinical practice article or clinical practice guideline is not considered a research article for this assignment. However, clinical practice articles or guidelines can provide excellent information in developing your presentation.

This group Power Point® presentation is worth 35 points of the Lecture course grade.

- Introduction: 8 points
- Indications/use: 4 points
- Relevance to nursing practice: 6 points
- Application or actual case in which therapy was used successfully: 2 points
- Approach: 8 points
- Group Participation: 7 points
# Evaluation of Group Presentation In-Class

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>8 pts</td>
<td><strong>Introduction:</strong> Members introduced and all participated (2 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content clearly presented (1 pt)</td>
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<tr>
<td></td>
<td></td>
<td>Knowledgeable about topic (1 pt)</td>
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<tr>
<td></td>
<td></td>
<td>Two (2) research articles presented that support chosen modality (4 pts)</td>
</tr>
<tr>
<td><strong>Indications</strong></td>
<td>4 pts</td>
<td>Specific uses (2 pts)</td>
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<tr>
<td></td>
<td></td>
<td>Safety (2 pts)</td>
</tr>
<tr>
<td><strong>Relevance to Nursing Practice</strong></td>
<td>6 pts</td>
<td>How to apply to nursing practice (3 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nurse’s role in therapy (3 pts)</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>2 pts</td>
<td>Actual case or illustrated use (2 pts)</td>
</tr>
<tr>
<td><strong>Approach</strong></td>
<td>8 pts</td>
<td>Creative (1 pt)</td>
</tr>
<tr>
<td></td>
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<td>Appropriate appearance (1 pt)</td>
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<td></td>
<td></td>
<td>Used Power Point® (2 pts)</td>
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<td></td>
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<td>Within time limit (2 pts)</td>
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<td></td>
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<td>Reference List (APA Format) (2 pts)</td>
</tr>
<tr>
<td><strong>Group Participation</strong></td>
<td>7 pts</td>
<td>Team effort apparent in Group Presentation (2 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual score for group participation (averaged from other group members) (5 pts)</td>
</tr>
</tbody>
</table>

Score _______/35
1. Each group member must contribute an equal portion of the work for the assignment.

2. Each group member is responsible for providing his/her portion of the assignment to other group members to complete the collaborative work. The group will then compile the assignment and one member of the group will submit the group’s assignment document (use WORD .doc file format) via the NUR 205 Vista Shell Assignment submission process. The group’s assignment document must include (on page 1) the topic, the date, and the complete names of all members of the group. In other words, although assignments will be completed together, only one submission is required from each group.

However, each member of the group will grade the other members of his/her group based on group participation. All members of each group will submit a “participation grade” for each group member in the NUR 205 Vista Shell Assignment submission process.

Therefore, one member of each group will submit the group’s work (as a WORD .doc file), as well as a “participation grade” for each group member, in the Assignment Submission Box within the NUR 205 Vista Shell. All other members of the group will submit a “participation grade” for each group member, in the Assignment Submission Box within the NUR 205 Vista Shell.

Each member of the group will receive the same grade for the assignment other than the participation rubric score which may differ among team members. It is the responsibility of the group members to insure the quality of the assignment before it is submitted.

3. If a member of the group is felt to **not be working equally** on the group work assignment:
   - The group should meet with all members present and discuss problems such that they can come to some resolution.
   - If the group can not resolve the issues, the members of the group should arrange a meeting with the Lecture Faculty and the Lecture Faculty will assist/direct the group toward achieving a resolution.

**Group Participation Grading Rubric**

Please carefully consider other’s work contributions when assigning the participation grades. Grades may be in half or full points (e.g., 4.5 or 3.0).

**Criteria for Excellent work and 5 points follow:**

- Did a full share of the work.
- Took the initiative in helping the group get organized; was a team-player.
- Provided many ideas for group work; communicated clearly.
- Assisted other group members.
• Work was ready on time or sometimes ahead of time.
• Clearly communicated desires, ideas, personal needs and feelings.
• Expressed frequent appreciation for other group members.
• Gave feedback to others that dignified their contributions.
• Accepted feedback from others willingly.

Criteria for Good work and 4 points follow:

• Did an equal share of the work.
• Worked agreeably with group members concerning times and places to meet.
• Participated in discussions about group presentation.
• Offered encouragement to other group members.
• Work was ready very close to the agreed time.
• Usually shared feelings and thoughts with other group members.
• Often encouraged and appreciated other group members.
• Gave feedback in ways that did not offend.
• Reluctantly accepted feedback.

Criteria for Average work and 3 points follow:

• Did almost as much work as others.
• Could be coaxed into meeting with other group members.
• Listened to others, and on some occasions, made suggestions.
• Seemed preoccupied with own part of the project.
• Work was usually late but was completed in time to be graded.
• Rarely expressed feelings, or preferences.
• Seemed to take the work of others for granted.
• Sometimes hurt feelings of others with feedback.
• Argued own point of view over feedback.
Criteria for Poor work and 2 points follow:

- Did less work than others
- Did not always meet members at agreed times and places.
- Seemed bored with conversations about the group project.
- Took little pride in group project.
- Some work was never completed and other members completed the assignment.
- Never spoke up to express excitement and/or frustration.
- Group members often wondered, "What is going on here?"
- Was dismissive giving feedback.
- Refused to listen to feedback.

Criteria for Little work and 1 points follow:

- Minimal effort in all areas.
- Missed meetings regularly.
- Was openly rude when giving feedback.
- Was dominating and demanding in group efforts.
- Lacked cooperation with the group nearly all the time.

Criteria for no work and 0 points is self explanatory.

Source: Adapted from NUR 427 Syllabus (Fall 2009), with permission.
COURSE POLICIES

Attendance:

Under NAU policy, students are expected to attend every session of classes in which they are enrolled. The format of the Lecture class is interactive and includes student participation and discussion. By not attending, students are deprived of that experience and deprive others of their input.

Students may have one excused absence from Skills Lab/Clinical with prior approval of the instructor; however there may be a requirement that the time be made up at the instructor’s discretion. Unexcused and/or excessive absences may result in dismissal from the course and a failing grade. Please NOTE: Absence from more than one Skills Lab/Clinical session will result in a failing grade in NUR 205L.

Assignments:

ALL ASSIGNMENTS are to be submitted as scheduled. Late assignments will not be accepted unless prior approval is obtained.

Students are expected to have read the assigned reading and come to class prepared to discuss the topics, and to ask relevant questions concerning content. The instructor may opt to give quizzes pertinent to the reading at any time during the course.

Makeup tests and retests:

It is expected that tests will be taken at the time scheduled. Illness or other reasons to delay testing should be brought up with the instructor prior to the exam. Rescheduling of an exam may be arranged for valid reasons such as illness or personal/family emergencies. The instructor must be contacted prior to the scheduled exam and arrangements to take a make up exam must be made with the faculty within one week of the exam. Failure to do so will result in ZERO points for that exam. Make up tests may be in any form (oral, written, essay) over the same objectives as the scheduled exam. Quizzes MAY NOT be made up. NO retests will be offered.

Academic integrity

There is no tolerance for cheating or plagiarism in this class. Any student participating in acts of academic dishonesty will be subject to the procedures and consequences outlined in NAU’s Student Handbook. Acts of academic dishonesty include but are not limited to the following: copying the work of other students, using unauthorized crib notes, plagiarism, stealing tests, or forging an instructor’s signature. Cheating on a test or plagiarism of written work will result in an “F” or “0” points being awarded to that test or paper.

All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one’s own in any academic exercise. For further explanation of academic dishonesty refer to the School of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.
Confidentiality Statement:

Students must maintain patient confidentiality at all times. **No discussion regarding patients is acceptable outside the Classroom or Clinical setting.** In these areas, all discussions related to patients must take place in a location where individuals who are not involved in the specific patient's care cannot overhear the conversation. In Clinical conferences and classroom references to actual patient experiences, refer to the patient by their initials only. **Patient records are not to be photocopied under ANY circumstances.** Failure to adhere to this policy can result in removal from the Clinical experience.

Visitors:

Visitors (friends, family members, children, significant others) will not be permitted in the classroom without prior approval of the faculty. Because of safety, liability, and confidentiality issues, **visitors are not allowed in the Skills Lab or Clinical Facilities.**

Cell phones, pagers and other electronic equipment:

**All electronic communication devices must be disabled during class and while in Skills Lab or Clinical experiences.** Disruption of class with personal electronic communication devices is not acceptable. Furthermore, many Clinical Agencies forbid the use of cell phones in Clinical areas. Repeated episodes may be grounds for disciplinary action.

Withdrawal Policy:

If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current NAU Schedule of Classes for deadline).
SAFETY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation www.nau.edu/dr 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/vpr/IRB/index.htm. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.
ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook
http://home.nau.edu/studentlife/handbook/appendixg.asp

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, Lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week (e.g., preparation, homework, studying).

CLASSROOM MANAGEMENT STATEMENT

Membership in the academic community places a special obligation on all members to preserve and atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.
NAU CIVILITY STATEMENT

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and learn. Part of that obligation implies the responsibility of each member of the NAU community to maintain a positive learning environment in which the behavior of any individual does not disrupt the classes of teachers or learners.

It is the responsibility of the individual faculty member to determine, maintain, and enforce standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. Students will be warned if their behavior is evaluated by the faculty member as disruptive.

Sanctions may include a range of responses from immediate removal from class to referral to the appropriate academic unit and/or the Office of Student Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and/or continued violations may result in “administrative withdrawal” from the class.
CODE OF ETHICS FOR NURSES

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

UNPROFESSIONAL CONDUCT, UNFITNESS TO PRACTICE NURSING

R4-19-403 Unprofessional Conduct

A. For the purpose of this Section:

1. "Failure to maintain professional boundaries" means any conduct or behavior of a nurse that, regardless of the nurse's intention, is likely to lessen the benefit of care to a patient, resident, or the family of a patient or resident and places the patient, resident, or family of the patient or resident at risk of being exploited financially, emotionally, or sexually; and

2. "Dual relationship" means a nurse simultaneously engages in both a professional and nonprofessional relationship with a patient that is avoidable, non-incidental, and results in the patient being exploited financially, emotionally, or sexually.

B. For purposes of A.R.S. § 32-1601(16)(d), any conduct or practice that is or might be harmful or dangerous to the health of a patient or the public includes one or more of the following:

1. A pattern of failure to maintain minimum standards of acceptable and prevailing nursing practice;
2. Intentionally or negligently causing physical or emotional injury;
3. Failing to maintain professional boundaries or engaging in a dual relationship with a patient, resident, or any family member of a patient or resident;
4. Engaging in sexual conduct with a patient, resident, or any family member of a patient or resident who does not have a preexisting relationship with the nurse, or any conduct in the work place that a reasonable person would interpret as sexual;
5. Abandoning or neglecting a patient who requires immediate nursing care without making reasonable arrangement for continuation of care;
6. Removing a patient's life support system without appropriate medical or legal authorization;
7. Failing to maintain for a patient record that accurately reflects the nursing assessment, care, treatment, and other nursing services provided to the patient;
8. Falsifying or making a materially incorrect, inconsistent, or unintelligible entry in any record:
   a. Regarding a patient, health care facility, school, institution, or other work place location;
   or
   b. Pertaining to obtaining, possessing, or administering any controlled substance as defined in the federal Uniform Controlled Substances Act, 21 U.S.C. 801 et seq., or Arizona's Uniform Controlled Substances Act, A.R.S. Title 36, Chapter 27;
9. Failing to take appropriate action to safeguard a patient's welfare or follow policies and procedures of the nurse's employer designed to safeguard the patient;
10. Failing to take action in a health care setting to protect a patient whose safety or welfare is at risk from incompetent health care practice, or to report the incompetent health care practice to employment or licensing authorities;
11. Failing to report to the Board a licensed nurse whose work history includes conduct, or a pattern of conduct, that leads to or may lead to an adverse patient outcome;
12. Assuming patient care responsibilities that the nurse lacks the education to perform, for which the nurse has failed to maintain nursing competence, or that are outside the scope of practice of the nurse;
13. Failing to supervise a person to whom nursing functions are delegated;
14. Delegating services that require nursing judgment to an unauthorized person;
15. Removing, without authorization, any money, property, or personal possessions, or requesting payment for services not performed from a patient, employer, co-worker, or member of the public.
16. Removing, without authorization, a narcotic, drug, controlled substance, supply, equipment, or medical record from any health care facility, school, institution, or other work place location;

17. A pattern of using or being under the influence of alcohol, drugs, or a similar substance to the extent that judgment may be impaired and nursing practice detrimentally affected, or while on duty in any health care facility, school, institution, or other work location;

18. Obtaining, possessing, administering, or using any narcotic, controlled substance, or illegal drug in violation of any federal or state criminal law, or in violation of the policy of any health care facility, school, institution, or other work location at which the nurse practices;

19. Providing or administering any controlled substance or prescription-only drug for other than accepted therapeutic or research purposes;

20. Engaging in fraud, misrepresentation, or deceit in taking a licensing examination or on an initial or renewal application for a license or certificate;

21. Impersonating a nurse licensed or certified under this Chapter;

22. Permitting or allowing another person to use the nurse’s license for any purpose;

23. Advertising the practice of nursing with untruthful or misleading statements;

24. Practicing nursing without a current license or while the license is suspended;

25. Failing to:
   a. Furnish in writing a full and complete explanation of a matter reported pursuant to A.R.S. § 32-1664, or
   b. Respond to a subpoena issued by the Board;

26. Making a written false or inaccurate statement to the Board or the Board’s designee in the course of an investigation;

27. Making a false or misleading statement on a nursing or health care related employment or credential application concerning previous employment, employment experience, education, or credentials;

28. If a licensee or applicant is charged with a felony or a misdemeanor involving conduct that may affect patient safety, failing to notify the Board in writing, as required under A.R.S. § 32-3208, within 10 days of being charged. The licensee or applicant shall include the following in the notification:
   a. Name, address, telephone number, social security number, and license number, if applicable;
   b. Date of the charge; and
   c. Nature of the offense;

29. Failing to notify the Board, in writing, of a conviction for a felony or an undesignated offense within 10 days of the conviction. The nurse or applicant shall include the following in the notification:
   a. Name, address, telephone number, social security number, and license number, if applicable;
   b. Date of the conviction; and
   c. Nature of the offense;

30. For a registered nurse granted prescribing privileges, any act prohibited under R4-19-511(D); or

31. Practicing in any other manner that gives the Board reasonable cause to believe the health of a patient or the public may be harmed.

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<tr>
<th>Date/Topic</th>
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<th>Reading &amp; Assignments/Supplemental Resources</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><em>The student will be prepared to:</em></td>
<td><strong>Required Reading (due by Week 2):</strong></td>
<td><strong>Class Discussion</strong></td>
</tr>
</tbody>
</table>
| **Week of 8/30/10** | 1. Identify and define the curricular threads of the NAU Nursing Curriculum.  
2. Review course requirements, expectations, and policies.  
3. Identify basic concepts of Transition Theory.  
4. Identify specific situational transitions experienced by students entering the nursing program and approaches to enhance success.  
5. Define caring.  
6. Discuss the role that caring plays in building a nurse-patient relationship.  
7. Describe the therapeutic benefit of listening to patients’ stories.  
8. Compare and contrast theoretical perspectives on the concept of caring.  
9. Explain the relationship between the chain of infection and transmission of infection.  
10. Discuss actions that prevent the transmission of health care–associated infection.  
11. Explain the difference between medical and surgical asepsis.  
12. Identify actions to ensure patient safety and discuss scientific rationale. | • NUR 205 Syllabus and course pack (Please bring the NUR 205 Syllabus to class with you today)  
• NAU Nursing Student Handbook, locate online prior to class | |
| **Syllabus & Overview of 205** | | **Required Reading (due by Week 2):** | |
| **Transition Theory** | | • Potter & Perry, Chapter 8: Caring in Nursing Practice  
• Potter & Perry, Chapter 34: Infection Prevention and Control | |
| **Caring in Nursing Practice** | | **Required Reading (due by Week 2):** | |
| **Infection Prevention and Control** | | **Required Reading (due by Week 2):** | |
| **Safety (e.g., Body Mechanics)** | | **Required Reading (due by Week 2):** | |
| **Assignment due Week 2:** | Acknowledgment of Syllabus/Course Requirements Form—form is on page 2 of Syllabus. Please read, sign, and submit by the end of Week #2. | | |

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**Resources:**
- Power Point® in online course
- Lecture Handouts

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<tr>
<th>Date/Topic</th>
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<th>Reading &amp; Assignments/Supplemental Resources</th>
<th>Assessment of Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 2</strong></td>
<td><em>The student will be prepared to:</em></td>
<td><strong>Required Reading:</strong></td>
<td><strong>Class Discussion</strong></td>
</tr>
<tr>
<td>Week of 9/6/10</td>
<td>1. Explore the role of the nurse in patient education.</td>
<td>▪ Potter &amp; Perry, Chapter 25: Nursing Role: Patient Education</td>
<td>▪ Pre-Class Assignment (EBP/Library)</td>
</tr>
<tr>
<td>Professional Nursing Role: Patient Education</td>
<td>2. Identify basic principles of learning.</td>
<td>▪ Potter &amp; Perry, Chapter 5: Evidence-Based Practice (research)</td>
<td>▪ In-Class Activity (EBP/Library)</td>
</tr>
<tr>
<td>Evidence-based Practice (EBP/research)</td>
<td>3. Describe approaches to incorporate teaching with routine nursing care.</td>
<td>▪ Potter &amp; Perry, Chapter 39: Hygiene</td>
<td>▪ Submit signed Acknowledgment of Syllabus/Course Requirements by the end of Week #2</td>
</tr>
<tr>
<td><strong>Hygiene</strong></td>
<td>5. Explain how nursing research improves nursing practice.</td>
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<td>7. Locate current published nursing research that applies to a clinical topic.</td>
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<td>8. Incorporate current nursing research into a teaching project.</td>
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<td>9. Discuss the role critical thinking has when providing hygiene care to patients.</td>
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<td>10. Discuss how scientific rationale influences the way a patient’s hygiene needs are met.</td>
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<td><strong>Pre-Class Assignment:</strong></td>
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<td><strong>Monday (9/6/10): Labor Day (Holiday)</strong></td>
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<td>Library Research Resources Assignment (located in NUR 205 Vista Shell, Week 2)</td>
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<td><strong>Resources:</strong></td>
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<td>Power Point® in online course</td>
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<td>Lecture Handouts</td>
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<td>Library access in online course</td>
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<td></td>
<td>Browse these web sites:</td>
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<td><a href="http://www.ninr.nih.gov/NR/rdonlyres/F85C02CA-1EE3-40F7-BDA4-3901F2284E96/0/StrategicAreasofResearchEmphasis.pdf">http://www.ninr.nih.gov/NR/rdonlyres/F85C02CA-1EE3-40F7-BDA4-3901F2284E96/0/StrategicAreasofResearchEmphasis.pdf</a></td>
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<td><a href="http://www.icn.ch/matters_research.htm">http://www.icn.ch/matters_research.htm</a></td>
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</tbody>
</table>
| Date/Topic | Learning Outcomes  
*The student will be prepared to:* | Reading & Assignments/Supplemental Resources | Assessment of Learning |
|------------|-----------------------------------------------|---------------------------------------------|------------------------|
| **Week 3**  
Week of 9/13/10  
Safety, Activity, & Mobility Issues  
Basic Human Needs (Maslow)  
Vital Signs & Pulse Oximetry  
Elsevier/Evolve Online Info. (C. DeLord or Faculty) | 1. Identify actions to ensure patient safety and discuss scientific rationale.  
2. Describe interventions for maintaining activity tolerance and mobility.  
3. Identify changes in physiological and psychosocial function associated with mobility and immobility  
4. Describe factors that cause variations in body temperature, pulse, oxygen saturation, respirations, and blood pressure.  
5. Describe nursing care interventions to promote oxygenation in the primary care, acute care, and restorative and continuing care settings. | **Required Reading:**  
- Potter & Perry, Chapter 37: Activity & Exercise  
- Potter & Perry, Chapter 38: Safety  
- Potter & Perry, Chapter 47: Mobility and Immobility  
- Potter & Perry, Chapter 32: Vital Signs & Pulse Oximetry  
- Potter & Perry, Chapter 40: pp. 956-960 (Oxygen Therapy)  
**Resources:**  
Power Point® in online course  
Lecture Handouts | **Quiz #1**  
Topic: Caring  
(required; online; assessment).  
**Start:** Wed. 9/15/10 at 5:00 pm  
**End:** Fri. 10/1/10 at 5:00 pm  
**Class Discussion** |
| **Week 4**  
Week of 9/20/10  
Skin Integrity and Wound Care | 1. Discuss the risk factors that contribute to pressure ulcer formation.  
2. Describe the pressure ulcer staging system.  
3. Develop a nursing care plan for a patient with impaired skin integrity.  
4. Discuss the normal process of wound healing  
5. Describe the differences of wounds healing by primary and secondary intention.  
6. Describe complications of wound healing.  
7. Explain the factors that impede or promote wound healing. | **Required Reading:**  
- Potter & Perry Chapter 48: Skin Integrity and Wound Care  
**Resources:**  
Power Point® in online course  
Lecture Handouts | **Class Discussion** |
<table>
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<tr>
<th>Date/Topic</th>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>The student will be prepared to:</strong></td>
</tr>
<tr>
<td>Week of 9/27/10</td>
<td>1. Identify significant features and therapeutic outcomes of nurse-patient relationship.</td>
</tr>
<tr>
<td>Communication in Nursing Practice</td>
<td>2. Discuss active listening and therapeutic communication strategies and skills.</td>
</tr>
<tr>
<td>Critical Thinking and the Nursing Process</td>
<td>3. Describe characteristics of a critical thinker.</td>
</tr>
<tr>
<td>NURSING: Assessment Diagnosis (NANDA)</td>
<td>4. Discuss critical thinking skills used in nursing practice.</td>
</tr>
<tr>
<td>Planning for Nursing Care (NIC &amp; NOC)</td>
<td>5. Discuss the nurse’s responsibility in making clinical decisions.</td>
</tr>
<tr>
<td>Implementing Nursing Care (NIC &amp; NOC)</td>
<td>6. Define components of the assessment phase of the nursing process.</td>
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<tr>
<td>Evaluation</td>
<td>7. Explore the relationship between data collection, data analysis, and critical thinking.</td>
</tr>
<tr>
<td>Documentation</td>
<td>8. Differentiate medical and nursing diagnoses.</td>
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<td>10. Discuss the process of priority setting and relate it to clinical judgment.</td>
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<td>11. Examine the process of selecting nursing interventions.</td>
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<td>12. Describe use of the Nursing Interventions Classification project (NIC) &amp; Nursing Outcomes Classification project (NOC) in developing a care plan.</td>
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<td>13. Develop a patient-centered outcome/goal.</td>
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<td>14. Describe the role of the evaluation stage of the nursing process.</td>
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<td>15. Describe how the evaluation stage of the nursing process can lead to revision or modification of the plan of care.</td>
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<td>16. Develop a care plan from a nursing assessment.</td>
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<td>17. Discuss legal guidelines for documentation.</td>
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<td>18. Discuss methods for preventing aspiration.</td>
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<tr>
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<tr>
<td><strong>Required Reading:</strong></td>
<td>alsy Class Discussion</td>
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<tr>
<td>▪ Potter and Perry, Chapter 24: Communication</td>
<td>▪ In-Class Exercise/Group Assignment Topic: Nursing Process/Care Plan Due: Fri. 10/15/10 at 5:00 pm</td>
</tr>
<tr>
<td>▪ Potter &amp; Perry, Chapter 15: Critical Thinking in Nursing Practice</td>
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<td>▪ Potter &amp; Perry: Chapter 16: Nursing Assessment</td>
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<td>▪ Potter &amp; Perry, Chapter 17: Nursing Diagnosis</td>
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<td>▪ Potter &amp; Perry, Chapter 18: Planning Nursing Care</td>
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<tr>
<td>▪ Potter &amp; Perry, Chapter 19: Implementing Nursing Care</td>
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<tr>
<td>▪ Potter &amp; Perry, Chapter 20: Evaluation</td>
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<tr>
<td>▪ Potter &amp; Perry, Chapter 26: Documentation and Informatics</td>
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<tr>
<td>▪ Potter &amp; Perry, pp 981-991: Fluids; I &amp; O</td>
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<tr>
<td><strong>Resources:</strong></td>
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<tr>
<td>Power Point® in online course</td>
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<td>Lecture Handouts</td>
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<tr>
<td><strong>Video:</strong></td>
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<tr>
<td>Nurse and Patient Interactions (Therapeutic Communications)</td>
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<td>Date/Topic</td>
<td>Learning Outcomes</td>
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</tr>
<tr>
<td>Week 6 Week of 10/4/10 Exam #1</td>
<td><strong>Nursing Process (continued)</strong></td>
</tr>
<tr>
<td><strong>1. Describe the distribution, composition, movement, and regulation of body fluids.</strong></td>
<td><strong>1. Describe the distribution, composition, movement, and regulation of body fluids.</strong></td>
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<tr>
<td><strong>2. Describe common disturbances in fluid balances.</strong></td>
<td><strong>2. Describe common disturbances in fluid balances.</strong></td>
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<tr>
<td><strong>3. List and discuss nursing interventions for patients with fluid imbalances.</strong></td>
<td><strong>3. List and discuss nursing interventions for patients with fluid imbalances.</strong></td>
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<tr>
<td><strong>4. Discuss measuring and recording fluid intake and output (I &amp; O).</strong></td>
<td><strong>4. Discuss measuring and recording fluid intake and output (I &amp; O).</strong></td>
</tr>
<tr>
<td><strong>5. Discuss nursing interventions for patients who are on aspiration precautions.</strong></td>
<td><strong>5. Discuss nursing interventions for patients who are on aspiration precautions.</strong></td>
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<tr>
<td><strong>6. Identify factors that commonly influence urinary elimination.</strong></td>
<td><strong>6. Identify factors that commonly influence urinary elimination.</strong></td>
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<tr>
<td><strong>7. Compare and contrast common alterations in urinary elimination.</strong></td>
<td><strong>7. Compare and contrast common alterations in urinary elimination.</strong></td>
</tr>
<tr>
<td><strong>8. Discuss nursing measures to promote normal micturition and reduce episodes of incontinence.</strong></td>
<td><strong>8. Discuss nursing measures to promote normal micturition and reduce episodes of incontinence.</strong></td>
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<tr>
<td><strong>10. Discuss nursing measures to reduce urinary tract infection.</strong></td>
<td><strong>10. Discuss nursing measures to reduce urinary tract infection.</strong></td>
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<td><strong>11. Discuss the role of gastrointestinal organs in digestion and elimination.</strong></td>
<td><strong>11. Discuss the role of gastrointestinal organs in digestion and elimination.</strong></td>
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<tr>
<td><strong>12. List nursing interventions that promote normal bowel elimination.</strong></td>
<td><strong>12. List nursing interventions that promote normal bowel elimination.</strong></td>
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<tr>
<td><strong>13. Discuss nursing care measures required for patients with a bowel diversion.</strong></td>
<td><strong>13. Discuss nursing care measures required for patients with a bowel diversion.</strong></td>
</tr>
<tr>
<td>EXAM #1: Chapters 5, 8, 24, 25, 32, 34, 37, 38, 39, 47, 48, pp 956-960, pp 981 – 991 (plus any additional required reading related to these content areas in NUR 205 and NUR 205L). Proctored Exam.</td>
<td>EXAM #1: Chapters 5, 8, 24, 25, 32, 34, 37, 38, 39, 47, 48, pp 956-960, pp 981 – 991 (plus any additional required reading related to these content areas in NUR 205 and NUR 205L). Proctored Exam.</td>
</tr>
<tr>
<td>Required Reading:</td>
<td>Required Reading:</td>
</tr>
<tr>
<td>• Potter &amp; Perry, Chapter 41: Fluids (OMIT Electrolytes, Acid-Base Balance, &amp; IVs)</td>
<td>• Potter &amp; Perry, Chapter 45: Urinary Elimination (OMIT insertion of a straight or indwelling urinary catheter)</td>
</tr>
<tr>
<td>• Potter &amp; Perry, Chapter 41: Fluids (OMIT Electrolytes, Acid-Base Balance, &amp; IVs)</td>
<td>• Potter &amp; Perry, Chapter 45: Urinary Elimination (OMIT insertion of a straight or indwelling urinary catheter)</td>
</tr>
<tr>
<td>Resources:</td>
<td>Resources:</td>
</tr>
<tr>
<td>Power Point® in online course</td>
<td>Power Point® in online course</td>
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<td>Lecture Handouts</td>
<td>Lecture Handouts</td>
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EXAM #1

Class Discussion
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<td><strong>Week 7</strong></td>
<td>The student will be prepared to:</td>
<td>Review of Exam #1</td>
<td>▪ Quiz #2</td>
</tr>
<tr>
<td><strong>Week of 10/11/10</strong></td>
<td>1. Identify factors that commonly influence urinary elimination.</td>
<td>Required Reading:</td>
<td>Topic: Critical Thinking &amp; Nursing</td>
</tr>
<tr>
<td><strong>Review of Exam #1</strong></td>
<td>2. Compare and contrast common alterations in urinary elimination.</td>
<td>▪ Potter &amp; Perry, Chapter 45: Urinary Elimination</td>
<td>Assessment (required; online;</td>
</tr>
<tr>
<td><strong>Elimination: Urinary &amp; Bowel (Part 2)</strong></td>
<td>3. Discuss nursing measures to promote normal micturition and reduce episodes of incontinence.</td>
<td>(OMIT insertion of a straight or indwelling urinary catheter)</td>
<td>assessment)</td>
</tr>
<tr>
<td></td>
<td>4. List nursing interventions that promote normal urinary elimination.</td>
<td>▪ Potter &amp; Perry, Chapter 46: Bowel Elimination</td>
<td>Start: Wed. 10/13/10 at</td>
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<tr>
<td></td>
<td>5. Discuss nursing measures to reduce urinary tract infection.</td>
<td>(OMIT insertion of naso-gastric tube or feeding tube, &amp; enemas)</td>
<td>5:00 pm</td>
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<td></td>
<td>6. Discuss the role of gastrointestinal organs in digestion and elimination.</td>
<td>Resources:</td>
<td>End: Fri. 10/29/10 at</td>
</tr>
<tr>
<td></td>
<td>7. List nursing interventions that promote normal bowel elimination.</td>
<td>Power Point® in online course</td>
<td>5:00 pm</td>
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<td>8. Discuss nursing care measures required for patients with a bowel diversion.</td>
<td>Lecture Handouts</td>
<td>▪ Class Discussion</td>
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<tr>
<td>Date/Topic</td>
<td>NUR 205 Learning Outcomes</td>
<td>NUR 205 Reading &amp; Assignments/ Supplemental Resources</td>
<td>Assessment of Learning</td>
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<tr>
<td>Week 8</td>
<td><strong>The student will be prepared to:</strong></td>
<td><strong>Required Reading:</strong></td>
<td>▪ Quiz #3</td>
</tr>
<tr>
<td>Week of 10/8/10</td>
<td></td>
<td>▪ Potter &amp; Perry, Chapter 22: Ethics and Values</td>
<td>Topic: Communication (required; online; assessment)</td>
</tr>
<tr>
<td>Ethics &amp; Values</td>
<td></td>
<td>▪ Potter &amp; Perry, Chapter 23: Legal Implications in Nursing Practice</td>
<td>Start: Wed. 10/20/10 at 5:00 pm</td>
</tr>
<tr>
<td>Legal Implications in Nursing Practice</td>
<td>1. Describe the basic philosophies of ethics and the nursing perspective in ethics.</td>
<td>Resources:</td>
<td>End: Fri. 11/5/10 at 5:00 pm</td>
</tr>
<tr>
<td>HIPAA and Confidentiality</td>
<td>2. Apply a method of ethical analysis to a clinical situation.</td>
<td>Power Point® in online course</td>
<td>▪ Class Discussion</td>
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<tr>
<td></td>
<td>3. Identify personal and professional values and clarify personal values.</td>
<td>Lecture Handouts</td>
<td>(HIPAA/Confidentiality Video, Quiz, and discussion)</td>
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<td></td>
<td>4. Discuss informed consent and advance directives.</td>
<td>▪ Browse these web sites:</td>
<td></td>
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<td>11. Examine examples of legal issues that arise in nursing practice.</td>
<td>Video:</td>
<td>Nursing, Ethics, and the Law</td>
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<td><strong>PowerPoint® Presentation:</strong></td>
<td>In-class AZBN PowerPoint</td>
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<td>In-class AZBN PowerPoint</td>
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<td>Video:</td>
<td>Confidentiality: Who Needs to Know</td>
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<tr>
<td>Date/Topic</td>
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<tr>
<td>Week 9</td>
<td>The student will be prepared to:</td>
<td>Required Reading:</td>
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<tr>
<td>Week of 10/25/10</td>
<td>1. Describe the components of the pain assessment.</td>
<td>- Potter &amp; Perry, Chapter 43: Pain Management</td>
<td>Class Discussion</td>
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<td></td>
<td>2. Identify components of the pain experience.</td>
<td>- Potter &amp; Perry, Chapter 9: Culture and Ethnicity</td>
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<td>3. Discuss common misconceptions/myths about pain.</td>
<td>Resources:</td>
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<td>4. Explain how cultural factors influence the pain experience.</td>
<td>- Power Point® in online course</td>
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<td>5. Choose appropriate nursing diagnosis, outcomes, and interventions for a patient with pain.</td>
<td>Lecture Handouts</td>
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<td>6. Evaluate a patient’s response to pain interventions.</td>
<td>Video:</td>
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<td>7. Describe applications for use of non-pharmacological pain interventions.</td>
<td>- Chronic Pain In Geriatrics</td>
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<td>8. Differentiate between the terms culture and ethnicity.</td>
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<td>9. Discuss the term <em>cultural stereotyping</em>, and its relevance to rendering culturally</td>
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<td>competent care.</td>
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<td>10. Discuss types of health care practices that may have significant impact on wellness,</td>
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<td>illness, and health-seeking behaviors on persons of various cultural backgrounds.</td>
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<td>11. Describe impact of culture in the transition into health profession.</td>
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<td>12. Discuss health beliefs and practices important to healing in the Navajo culture and</td>
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<td>in other cultures, and compare to personal health beliefs and practices.</td>
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<tr>
<td>Culture &amp; Ethnicity</td>
<td>14. Identify variables influencing health beliefs, practices and illness behaviors.</td>
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<tr>
<td>Cultural Contexts in Nursing Practice</td>
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<td>Pre-Class Assignment: Complete “Pre-Assessment: Cultural Knowledge and Beliefs”</td>
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<td>In Class Exercise/Group Assignment Topic: Culture &amp; Ethnicity Due: Fri. 11/12/10 at 5:00 pm</td>
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<tr>
<td>Date/Topic</td>
<td>NUR 205 Learning Outcomes</td>
<td>NUR 205 Reading &amp; Assignments/Supplemental Resources</td>
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<td>Week 10 Week of 11/1/10 Exam #2 Oxygenation (Part 1)</td>
<td>The student will be prepared to: 1. Describe the relationship of cardiac output, preload, afterload, contractility, and heart rate. 2. Discuss the effect of a patient’s level of health, age, lifestyle, and environment on oxygenation. 3. Identify the clinical outcomes occurring as a result of disturbances in conduction, altered cardiac output, impaired valvular function, myocardial ischemia, and impaired tissue perfusion. 4. Describe nursing care interventions to promote oxygenation in the primary care, acute care, and restorative and continuing care settings.</td>
<td>EXAM #2: Chapters 9, 15, 16, 17, 18, 19, 20, 22, 23, 26, 41, 43, 45, 46, plus content on Exam #1 (plus any additional required reading related to these content areas in NUR 205 and NUR 205L). Proctored Exam. Required Reading: • Potter &amp; Perry, Chapter 40: Oxygenation (OMIT suctioning, artificial airway, &amp; chest tubes) Resources: Power Point® in online course Lecture Handouts</td>
<td>• EXAM #2 • Class Discussion</td>
</tr>
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<td>Week 11</td>
<td><strong>The student will be prepared to:</strong></td>
<td>Review of Exam #2</td>
<td></td>
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<tr>
<td>Week of 11/8/10</td>
<td>1. Describe the relationship of cardiac output, preload, afterload, contractility, and heart rate.</td>
<td>Required Reading:</td>
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<tr>
<td>Review of Exam #2</td>
<td>2. Discuss the effect of a patient’s level of health, age, lifestyle, and environment on oxygenation.</td>
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<td>▪ Class Discussion</td>
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<td>Oxygenation (Part 2)</td>
<td>3. Identify the clinical outcomes occurring as a result of disturbances in conduction, altered cardiac output, impaired valvular function, myocardial ischemia, and impaired tissue perfusion.</td>
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<td>▪ Case Study #1 (Evolve)</td>
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<td>4. Describe nursing care interventions to promote oxygenation in the primary care, acute care, and restorative and continuing care settings.</td>
<td>Resources:</td>
<td>Topic: Mobility (required; online assessment; 27 questions; 10 points); self-assessment (no review in class)</td>
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<td>Power Point® in online course</td>
<td>Due: Fri. 11/19/10 at 5:00 pm</td>
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<td>Lecture Handouts</td>
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**Thursday (11/11/10): Veteran’s Day (Holiday)**
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<tr>
<td>Week 12</td>
<td><strong>The student will be prepared to:</strong></td>
<td><strong>Required Reading:</strong></td>
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</tbody>
</table>
| Week of 11/15/10| 1. Compare the characteristics of sleep and rest.  
2. Identify factors that normally promote and disrupt sleep.  
3. Describe the components of a sleep history.  
4. Select appropriate nursing diagnoses, outcomes, and interventions for patients with sleep alteration.  
5. Identify nursing interventions designed to promote normal sleep cycles for patients.  
6. Discuss the nurse’s roles in health and illness, and in the health care delivery system.  
7. Discuss elements and influences in modern health care delivery system.  
8. Define health and related concepts.  
9. Identify variables influencing health beliefs, practices and illness behaviors.  
10. Understand the purpose of Healthy People 2010.  
11. Discuss the three levels of preventive care.  
12. Describe impact of illness on the patient and family. | - Potter & Perry, Chapter 42: Sleep  
- Potter & Perry, Chapter 2: Health Care Delivery System  
- Potter & Perry, Chapter 6: Health and Wellness | - Class Discussion  
- Case Study #2 (Evolve)  
Topic: Skin Integrity (required; online assessment; 30 questions; 15 points); self-assessment (no review in class)  
Due: Fri. 11/26/10 at 5:00 pm |
| Sleep           |                                                                                                                                                              | Resources:                                                                              |                        |
| Health Care     |                                                                                                                                                              | - Review *Healthy People 2010* at these sites:                                            |                        |
| Delivery System |                                                                                                                                                              | http://www.cdc.gov  
http://www.cdc.gov/nchs/hphome.htm                                                        |                        |
<p>| Health and      |                                                                                                                                                              |                                                                                                                                               |                        |
| Wellness        |                                                                                                                                                              |                                                                                                                                               |                        |</p>
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<tr>
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<td><strong>Week 13</strong></td>
<td><strong>The student will be prepared to:</strong></td>
<td><strong>Complementary &amp; Alternative Therapies --Student Group Presentations In Class— (20 – 25 minutes each group)</strong></td>
<td><strong>Student group presentations</strong></td>
</tr>
<tr>
<td>Week of 11/22/10</td>
<td>1. Define and differentiate between alternative and complementary therapies.</td>
<td><strong>Supplemental Resource:</strong></td>
<td><strong>Thursday (11/25/10): Thanksgiving (Holiday)</strong></td>
</tr>
<tr>
<td><strong>Complementary &amp; Alternative Therapies</strong></td>
<td>2. Explore role of complementary therapies in clinical nursing practice.</td>
<td><strong>Potter &amp; Perry, Chapter 36: Complementary and Alternative Therapies</strong></td>
<td><strong>Friday (11/26/10): President’s Designated Holiday</strong></td>
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<tr>
<td><strong>--Student Group Presentations In Class--</strong></td>
<td>3. Describe purposes, principles, applications, methods, and risks of selected therapies.</td>
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<td>4. Identify social, cultural, and economic forces that influence patient preference for non-allopathic therapies.</td>
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<td>5. Explore resources for additional information on selected therapies, and evaluate usefulness and reliability of resources.</td>
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<td><strong>Week 14</strong></td>
<td><strong>Week of 11/29/10</strong></td>
<td><strong>Complementary &amp; Alternative Therapies --Student Group Presentations In Class— (20 – 25 minutes each group)</strong></td>
<td><strong>Student group presentations</strong></td>
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<tr>
<td>Week of 11/29/10</td>
<td>1. Define and differentiate between alternative and complementary therapies.</td>
<td><strong>Supplemental Resource:</strong></td>
<td><strong>Class Discussion</strong></td>
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<tr>
<td><strong>Complementary &amp; Alternative Therapies</strong></td>
<td>2. Explore role of complementary therapies in clinical nursing practice.</td>
<td><strong>Potter &amp; Perry, Chapter 36: Complementary and Alternative Therapies</strong></td>
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<td><strong>--Student Group Presentations In Class--</strong></td>
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| Date/Topic       | NUR 205 Learning Outcomes  
*The student will be prepared to:* | NUR 205 Reading & Assignments/Supplemental Resources | Assessment of Learning |
|-----------------|--------------------------------------------------------------------------------|-------------------------------------------------|-----------------------|
| Week 15Week of 12/6/10READING WEEKHESI EXAM | HESI EXAM  
**Name of Exam:** NUR 205 Fundamentals HESI Exam  
**FLAGSTAFF Students:** Location: The Testing Center is located within the W.A. Franke College of Business, Building #81, Room 103/106 on the NAU Flagstaff Campus  
**Date:** TBA  
**Testing Time:** Student MUST SCHEDULE testing appointment with The Testing Center (to take the HESI Exam)  
**Cost:** TBA  
All Students -- [Please bring picture ID] | HESI EXAM  
**FLAGSTAFF Students:**  
**Testing Time:** Student MUST SCHEDULE testing appointment with The Testing Center (to take the HESI Exam)  
**Cost:** TBA  
All Students -- [Please bring picture ID] | HESI EXAM |
| Week 16Week of 12/13/10FINAL EXAM WEEK | FINAL EXAM  
Comprehensive and cumulative Final Exam (Includes content from the entire semester in NUR 205 and NUR 205L—including student group presentations in class)  
**Proctored Exam; paper & pencil exam in class; closed book.** | FINAL EXAM  
Comprehensive and cumulative Final Exam (Includes content from the entire semester in NUR 205 and NUR 205L—including student group presentations in class)  
**Proctored Exam; paper & pencil exam in class; closed book.** | FINAL EXAM |