NUR 205
Transition into Nursing

Tucson Lecture Course Pack

SPRING 2013

Didactic (Lecture) Faculty:

Lynn All chin, PhD, CHPN, CNE, RN
Associate Clinical Professor
Tucson
Acknowledgment of Syllabus/Course Requirements

Name (First)_____________________(Last)_________________________
(Please print)

Phone number_________________________Email:____________________________

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 and clinical practicum 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 Number: NUR 205

Course Name: Transition into Nursing

Credit Hours: 5 credits

Contact Hours: 3 Classroom (Lecture) hours weekly (3 credits)
6 Skills lab and clinical practicum hours weekly (2 credits)

Day and Time: Tucson:
Lecture: Tuesdays
8:30 am – 11:30 am (Arizona time)
Room: TBA
Tucson: North Business Center Drive Campus

Course Coordinator
Lynn Allchin
3895 N Business Center Dr.
Suite 120
Northern Arizona University
School of Nursing
Tucson, AZ 85705
(520) 879-7952

Didactic (Lecture) Faculty Tucson:
Lynn Allchin, PhD, CHPN, CNE, RN
Associate Clinical Professor

Office Address: 3895 N Business Center Dr.
Suite 120
Northern Arizona University
School of Nursing
Tucson, AZ 85705

Office Phone: (520) 879-7952

E-mail Address: Lynn.Allchin@nau.edu (preferred contact)

Office Hours: Tuesday 12 – 3pm and by appointment

Pre-requisites: Admission to the program

Co-requisites: BIO 320, NUR 214, NUR 215

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 and clinical practicum portions of NUR 205 must be taken concurrently. 3 hours Lecture weekly, 6 hours Skills lab and clinical practicum weekly. Letter grade only.
Student Learning Outcomes:
At the completion of NUR 205/NUR 205L, the successful student will be prepared to:

Clinical Practice and Prevention
- Applies the principles underlying all nursing intervention procedures related to providing safe and appropriate care to patients in different care settings.
- Assumes accountability for applying principles of primary, secondary, and tertiary prevention—including infection prevention—in all settings.

Communication
- Demonstrates beginning professional communication skills in interactions with peers and faculty in all situations.
- Demonstrates appropriate, respectful, and accurate written and verbal communication.

Critical Reasoning
- Incorporates knowledge from the behavioral, biological, and natural sciences to patient assessment and the planning and evaluation of safe and appropriate nursing care.
- Develops practice skills based on current knowledge, theory, and research.
- Demonstrates the ability to determine the method and rationale for implementing safe and appropriate patient-centered nursing care.

Leadership
- Demonstrates beginning skills in management of time, materials, and self.
- Organizes and coordinates self to demonstrate beginning clinical competencies, accountability, and successful transition into the role of student nurse.

Professionalism and Professional Values
- Demonstrates an understanding of the principles of basic nursing care within the legal, ethical, and regulatory framework of nursing practice.
- Plans nursing care with sensitivity to individual patient needs across a variety of settings.
- Demonstrates awareness, caring, and respect for the uniqueness of patients and others.
- Demonstrates flexibility and openness to continued learning about culture and diversity.

Global Health
- Examines health literacy data and its impact on the practice of nursing.
- Examines a patient’s social, biological, and cultural features and how these influence the practice of nursing.
Required Textbooks: Please purchase latest edition of each text.

The latest edition of each book is required and is listed below as of June, 2012.


Bundled:
- Potter & Perry Nursing Skills Online Skills Modules (8th ed) (Includes a 3 year access code)
- Mosby's Nursing Skills Video (online) (includes a 3 year access code)
- Elsevier Online course for Evolve Case Studies: 2 year access

Online Requirements:
- Evolve Online Case Studies: https://evolve.elsevier.com/
- Blackboard Learn assignments and readings: http://Bb.Learn.nau.edu

Skin Integrity and wound Care online Module (free)
https://www.nursingquality.org/NDNQIPressureUlcerTraining/Default.aspx

Des Moines University online Medical Terminology Course (free)
http://www.dmu.edu/medterms/

This Terminology Course has 10 Quizzes. Print off your completion information and you will receive credit of 1 point per quiz. Due:
Course Structure/Course Approach:

This course is divided into theory (3 credits) and Skills Lab and Clinical Practicum (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 and clinical practicum 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 and clinical practicum) 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 and clinical practicum
- reading assignments
- lecture handouts
- reflective journals

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

<table>
<thead>
<tr>
<th>Evaluation Measure</th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>1. Terminology Quizzes</td>
<td>10</td>
<td>10</td>
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<tr>
<td>2. In-class quiz</td>
<td>1</td>
<td>15</td>
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<tr>
<td>3. Cumulative Final Examination</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>4. Evolve Module Exams</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>5. Online Case Studies</td>
<td>5</td>
<td>15</td>
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<tr>
<td>6. Group Presentation In-Class</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>7. KAPLAN Exam</td>
<td>1</td>
<td>5 (if Mastery is met)</td>
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<tr>
<td>8. Passing Clinical Competencies</td>
<td>Pass/Fail</td>
<td></td>
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<tr>
<td>(Skills lab and clinical practicum)</td>
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<td></td>
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<tr>
<td>9. Dosage Calculation Quiz</td>
<td>1</td>
<td>Pass/Fail</td>
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</tbody>
</table>
In order to pass NURSING 205, the student must achieve the following:

1. A combined average of 78% or higher, on all major exams (Mid-Term and Final Exam). Any student who does not achieve a 78% or higher exam average will receive an F for the course.

2. An overall course average of at least 78% in NUR 205, and a PASS in NUR 205L.

3. A failure in 205L will mean a failure in 205 no matter what the 205 average is.

Please NOTE:
In addition, the Skills Lab and Clinical Practicum component of this course is graded on a Pass/Fail basis, and successful completion of Skills lab and clinical practicum 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 and clinical practicum 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 and clinical practicum portions of NUR 205 in order to pass NUR 205.

Please NOTE:
Any student who does not achieve a 78% or higher average on Exam #1, or does not maintain a 78% or higher overall average on the NUR 205 Exams, needs to consider making an appointment with his/her NUR 205 Lecture professor to meet to discuss his/her status and to develop a plan for NUR 205.

KAPLAN Exam:
The Kaplan Exam is a course requirement. Any student who achieves mastery level on the KAPLAN Exam for NUR 205 will receive 5 percentage points toward his/her Final Course Grade in NUR 205. Mastery level is determined by the School of Nursing faculty and consists of the KAPLAN Exam score that indicates the level at which you learned the content for nursing practice related to the course content and areas on which you need to focus as you progress in the program.

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

- A = 93-100% and Pass in Skills lab and clinical practicum
- B = 84-92% and Pass in Skills lab and clinical practicum
- C = 78-83% and Pass in Skills lab and clinical practicum
- F = below 78% cannot progress

A minimum grade of C is required for passing in all courses required in the Nursing Program.

ALL ASSIGNMENTS AND EXAMS ARE TO BE COMPLETED BY EACH STUDENT INDIVIDUALLY WITHOUT THE HELP OF OTHERS UNLESS SPECIFICALLY IDENTIFIED AS A GROUP PROJECT.
Class Assignment Description
For
EVOLVE Online Case Studies

The online Case Studies Assignments are located in the NUR 205 Bb Learn Shell. There are five 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 Assignment Section within the NUR 205 Bb Learn Shell.

Class Assignment Description
For
Dosage Calculation Quiz

During the week that Safe Medication Administration is cover in skills lab, a dosage calculation quiz will be taken by each student. This quiz will cover dosage calculation and each student must pass this quiz with an 80% to be able to administer medications in the clinical setting. Quiz question examples:

1. The patient weighs 143 pounds. How many kilograms does the patient weigh?
2. Order: Med A 50 mg. On hand: Med A 2.5mg per ml. How many milliliters will you administer per dose?
3. The patient drinks 6 ounces of water, 8 ounces of coffee and 240 milliliters of juice for breakfast. What is the total intake in milliliters?
4. Order: Med D 0.125 mg. On hand: Med D 0.5 mg per 2 ml. How many milliliters will you administer per dose?
5. Order: Med K 1 gm. On hand: Med K 125mg per 5 ml. How many milliliters will you administer per dose?
6. Order: Med H 2 mg. On hand: Med H 4 mg tablets. How many tablets will you administer per dose?
7. Order: Med T 200 mg. On hand: Med T 20mg per ml. How many milliliters will you administer per dose?
8. Order: Med Z 1 gm per day divided into four equal doses. How many milligrams will you administer per dose?
9. Order: Med H 5,000 units. On hand: Med H 10,000 units per ml. How many milliliters will you administer per dose?
10. Order: Med X 750 mg TID (three times per day). On hand: Med X 250 mg tablets. How many tablets will you administer per dose? How many milligrams will be administered each day?
Class Assignment Description
For
Global Health Project

The class will be divided into pairs or groups. Each pair/group will have 10 minutes (or time determined by individual Lecture Faculty) for their Global in-class Presentation. A Global Health Topic will be selected along with a specific population.

Global Health Topics:
- Chronic disease (ie cardiovascular disease, pulmonary disease)
- Health Education/Promotion
- Health Care Access (ie maternal & infant death rates)
- Nutrition (related to: ie diabetes, gastric cancer)
- Poverty (ie food security, safe drinking water)
- Mental Health/Substance Abuse
- Communicable Disease (ie HIV, Malaria, TB, parasites)
- Unintentional/Intentional Injury (ie domestic violence)

Population:
- Specific country or region of a country
- Specific religious group within a region/country
- Specific ethnic group within a region/country
- Specific gender or age

The Presentation should be organized to include the following:
- Succinct display of statistical data of the population.
- Those at greatest risk within the population.
- Prevalence of the global health topic.
- Description of specific example/observation of how global health topic is addressed within the population.
- Impact of global health topic on society in general.
- Identify cultural implications of global health topic.
- Discuss how this global health topic is being addressed in the population.

Casual business attire is required during presentations.
# Evaluation of Group Presentation In-Class

Group Members:

<table>
<thead>
<tr>
<th>Content/Topic</th>
<th>Comments</th>
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<tbody>
<tr>
<td>__/2 pts <strong>Introduction:</strong></td>
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<tr>
<td>• Succinct display of statistical data of the population (ie gender, age, religion, ethnicity, etc).</td>
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<tr>
<td>• Those at greatest risk within the population are identified.</td>
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<tr>
<td>__/4 pts <strong>Global Perspective:</strong></td>
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<tr>
<td>• Prevalence of the global health topic within the population is described.</td>
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<tr>
<td>• Specific example/observation of how the health topic is addressed within the population.</td>
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<tr>
<td>__/2 pts <strong>Relevance to Nursing Practice:</strong></td>
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<tr>
<td>• Impact of health topic on society in general is described.</td>
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<tr>
<td>• Identify cultural implications.</td>
<td></td>
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<tr>
<td>• Describe how nurses might have an impact on this health topic.</td>
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<tr>
<td>__/2 pts <strong>Approach:</strong></td>
<td></td>
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<tr>
<td>Creative</td>
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<tr>
<td>Appropriate appearance</td>
<td></td>
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<tr>
<td>Used Power Point®</td>
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<tr>
<td>Within time limit</td>
<td></td>
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<tr>
<td>Reference List (APA Format)</td>
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**Additional Comments:**

Score _______/10
**NUR 205 Pair/Group Work Guidelines and Expectations**

1. Each person in the pair/group must contribute an equal portion of the work for the assignment.

2. Each person is responsible for providing his/her portion of the assignment so that work can be completed on time. The pair/group will then compile the assignment information and submit the assignment document (include on the title page: the topic, the date, the complete names of each member). In other words, although assignments will be completed together, only one submission is required from each pair/group.

3. If a member of the pair/group is felt to not be working equally on the group work assignment:
   - The pair/group should meet with all members present and discuss problems such that they can come to some resolution.
   - If the group cannot 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.
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. Attendance to ALL Skills Labs and Clinical Practicum is required.

Communication:

All students are expected to access the NUR 205 Bb Learn Shell every 1 to 2 days throughout the semester. Important announcements, communications, and other information will be communicated to you via the NUR 205 Bb Learn Shell (e.g., announcements, grades, emails). You are responsible for accessing this information and responding, as needed, in a timely manner.

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 makeup 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.

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 and during 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).
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/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

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

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, 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.

**Historical Note**
<table>
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<tr>
<th>Week # Date</th>
<th>Lecture Topic (See weekly objective below)</th>
<th>Preparation: Potter &amp; Perry readings</th>
<th>Lab Topic Clinical Practicum Thurs or Friday</th>
<th>Preparation: Potter &amp; Perry Readings</th>
<th>Evolve</th>
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| Week 1 Jan 15 | • Course Overview  
• Nursing Today  
• Theoretical Foundations of Nursing Practice | Bring Syllabus Ch 1: Nursing Today Ch 4: Theoretical Foundations of Nursing Practice | Introduction to Lab and Clinical Patient Safety Infection Control | Bring Syllabus Ch 27 Ch 28 Ch 29 | Video Skills  
• Basic Infection Control  
• Safe Patient Handling  
• Restraints-Alternatives Modules  
• 1 lesson 1, 2  
• 2 lesson 1, 2  
• 2 lesson 4 (Open Gloving ONLY)  
In Skills Lab this week ONLY Modules  
• 3 lessons 1-6  
**Module 3 Vital Signs Exam**  
Open: Wed Jan 16@ 8am  
Due: Wed Jan 23@ 9pm |
| Week 2 Jan 22 | • Nursing Process | Ch 15-20 | Hygiene Vital Signs | Ch 39 | Video Skills  
• Bathing  
• Bed-making  
• Personal Hygiene and Grooming  
• Vital Signs  
Review these video skills PRIOR to skills lab this week. Module  
• 1 lesson 3  
• 18 lesson 1 – 4 |
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<tr>
<td>Quiz: materials from weeks 1, 2, &amp; 3, skill labs, and NDNQI online module</td>
<td>Article</td>
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<td>Videos</td>
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<tr>
<th>Week 5</th>
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<th>Module 4 &amp; 5 Safe Medication Administration &amp; Nonparenteral Med Admin Exam</th>
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<td>Open: Feb 13 @ 8am Due: Feb 19 @ 9pm</td>
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| Week 6 Feb 19 | Medication Administration                      | Ch 31 Ch 40                                                           |
|              | Oxygenation                                     | Medication Administration                                             |
|              | Dosage Calculation Quiz in class                | Ch 31 Ch 40                                                           |
|              |                                                | Oxgenation                                                            |
|              |                                                | Yanker                                                                |
|              |                                                | Nasal cannula                                                         |
|              |                                                | Oximizer                                                              |
|              |                                                | Simple mask                                                           |
|              |                                                | Venti-Mask                                                            |
|              |                                                | Non-rebreather                                                        |
|              | Videos                                          |                                                                        |
|              | Safe Medication Administration                  |                                                                        |
|              | Nonparenteral Medication Administration         |                                                                        |
|              | Injections (SC)                                 |                                                                        |

| Week 7 Feb 26 | Care at the end of life Article Skills Check Off | On campus Time TBA None |
|              |                                               |                                                                        |

| Week 8 March 5 | Pain Management Loss & Grief Ch 43 Ch 36 Peppi’s House Day 2 | Evolve Case Study Pain Open: March 6 @ 8am Due: March 12 @ 9pm |

| Week 9 March 12 | Sleep Spiritual Health Ch 42 Ch 35 Peppi’s House Day 3 | Evolve Case Study Loss, Grief & Death Open: March 13 @ 8am Due: March 26 @ 9pm |
| {Spring Break Mar 18-23} |                                               |                                                                        |

<p>| Week 10 March 26 | Culture &amp; Ethnicity Patient Education Health Literacy Ch 9 Ch 25 Peppi’s House Day 4 | Evolve Case Study Constipation Open: March 27 @ 8am Due: April 2 @ 9pm |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
<th>April 2</th>
<th>Ethics &amp; Values</th>
<th>Ch 22</th>
<th>Peppi’s House</th>
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<td>Week 12</td>
<td>April 9</td>
<td>Global Presentations by Students</td>
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<td>Due: Apr 16 @ 9pm</td>
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<td>Week 13</td>
<td>April 16</td>
<td>Evidence Based Practice</td>
<td>Ch 5</td>
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<td>Week 14</td>
<td>April 23</td>
<td>Complementary and Alternative Therapies</td>
<td>Ch 32</td>
<td>Peppi’s House</td>
<td>Day 8</td>
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<td>Open: Apr 24 @ 8am</td>
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<td>Due: Apr 30 @ 9pm</td>
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<tr>
<td>Week 15</td>
<td>April 30</td>
<td>Kaplan Exam</td>
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<td>Terminology Quizzes</td>
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<td>Tues April 30 9am – 12pm</td>
<td>On campus in Computer Lab.</td>
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<tr>
<td>Week 16</td>
<td>May 7</td>
<td>Final Exam (comprehensive)</td>
<td>On campus in Classroom.</td>
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<td>DUE: Tuesday April 30th</td>
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<td>Tues May 7 9am-12pm</td>
<td>In classroom.</td>
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<td>as you walk into the Kaplan Exam.</td>
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This schedule may change at the discretion of the instructor.
NUR 205
WEEKLY OBJECTIVES

Week #1: Nursing Today & Theoretical Foundations of Nursing Practice
1. Identify and define the curricular threads of the NAU Nursing Curriculum.
2. Review course requirements, expectations, and policies.
3. Describe the value of nursing theory to nursing practice
4. Discuss the development of professional nursing roles.
5. Describe educational programs available for professional registered nurse education.
6. Describe the roles and career opportunities for nurses.
7. Explain the influence of nursing theory on a nurse’s approach to practice.
8. Describe types of nursing theories.
9. Describe the relationship between nursing theory, the nursing process, and patient needs.
10. Discuss selected theories from other disciplines
11. Discuss selected nursing theories.
13. Discuss the influence of social, political, and economic changes on nursing practice.

Week #2: The Nursing Process
1. Identify significant features and therapeutic outcomes of nurse-patient relationship.
2. Describe characteristics of a critical thinker.
3. Discuss critical thinking skills used in nursing practice.
4. Discuss the nurse’s responsibility in making clinical decisions.
5. Define components of the assessment phase of the nursing process.
6. Explore the relationship between data collection, data analysis, and critical thinking.
7. Differentiate medical and nursing diagnoses.
9. Discuss the process of priority setting and relate it to clinical judgment.
10. Examine the process of selecting nursing interventions.
11. Describe use of the Nursing Interventions Classification project (NIC) & Nursing Outcomes Classification project (NOC) in developing a care plan.
12. Develop a patient-centered outcome/goal.
13. Describe the role of the evaluation stage of the nursing process.
14. Describe how the evaluation stage of the nursing process can lead to revision or modification of the plan of care.
15. Develop a care plan from a nursing assessment.

Week #3: Hospice
1. List the hospice team members.
2. Discuss the hospice philosophy.
3. Discuss the criteria for hospice care.

Week #4: Exam & Caring and Communication
1. Define caring.
2. Discuss the role that caring plays in building a nurse-patient relationship.
3. Compare and contrast theories of caring.
4. Describe the basic elements of the communication process.
5. Describe the different forms of communication.
6. List and discuss the elements of professional communication

**Week #5: Nutrition, Urinary & Bowel Elimination**

1. Identify three major nutritional problems and describe patients at risk.
2. Discuss the major methods of nutritional assessment.
3. Identify factors that commonly influence urinary elimination.
4. Compare and contrast common alterations in urinary elimination.
5. Discuss nursing measures to promote normal micturition and reduce episodes of incontinence.
6. Discuss nursing measures to reduce urinary tract infection.
7. Identify clinical assessments for determining fluid balance.
8. List and discuss nursing interventions for both fluid volume excess and deficit.
10. Describe the distribution, composition, movement, and regulation of body fluids.
11. Describe common disturbances in fluid balances.
12. List and discuss nursing interventions for patients with fluid imbalances.
13. Discuss the role of gastrointestinal organs in digestion and elimination.
14. List nursing interventions that promote normal bowel elimination.
15. Discuss nursing care measures required for patients with a bowel diversion.

**Week #6: Medication Administration & Oxygenation**

1. Discuss the nurse’s role and responsibilities in medication administration.
2. Describe the physiological mechanisms of medication action.
3. Differentiate among different types of medication actions.
4. Discuss developmental factors that influence pharmacokinetics.
5. Discuss factors that influence medication actions.
6. Discuss methods used to educate patients about prescribed medications.
7. Compare and contrast the roles of the prescriber, pharmacist, and nurse in medication administration.
8. Implement nursing actions to prevent medication errors.
9. Describe factors to consider when choosing routes of medication administration.
10. Calculate prescribed medication doses correctly.
11. Discuss factors to include in assessing a patient’s needs for and response to medication therapy.
12. Identify the six rights of medication administration and apply them in clinical settings.
13. Correctly and safely prepare and administer medications.
14. Describe factors that cause variations in body temperature, pulse, oxygen saturation, respirations, and blood pressure.
15. Describe nursing care interventions to promote oxygenation in the primary care, acute care, and restorative and continuing care settings.
16. Describe the relationship of cardiac output, preload, afterload, contractility, and heart rate.
17. Discuss the effect of a patient’s level of health, age, lifestyle, and environment on oxygenation.
18. Identify the clinical outcomes occurring as a result of disturbances in conduction, altered cardiac output, impaired valvular function, myocardial ischemia, and impaired tissue perfusion.
19. Describe nursing care interventions to promote oxygenation in the primary care, acute care, and restorative and continuing care settings.
Week #7: Care at the end of life
1. Define end of life
2. Define palliative care vs hospice
3. List the signs and symptoms of impending death
4. Describe helpful communication with loved ones of the dying person

Week #8: Pain Management & Loss and Grief
1. Describe the components of the pain assessment.
2. Identify components of the pain experience.
3. Discuss common misconceptions/myths about pain.
4. Explain how cultural factors influence the pain experience.
5. Choose appropriate nursing diagnosis, outcomes, and interventions for a patient with pain.
7. Describe applications for use of non-pharmacological pain interventions.
8. Identify the nurse’s role when caring for patients who are experiencing loss, grief, or death.
9. Describe the types of loss experienced throughout life.
10. Discuss grief theories.
11. Identify types of grief.
12. Describe characteristics of a person experiencing grief.
13. Discuss variables that influence a person’s response to grief.
14. Discuss the nurse’s own grief experience when caring for dying patients.
15. Identify methods for nurse self-care in grief and loss.

Week #9: Sleep & Spiritual Health
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 influence of spiritual practices on the health status of patients.
7. Describe the relationship among faith, hope, and spiritual well-being.
8. Compare and contrast the concepts of religion and spirituality.
10. Discuss nursing interventions designed to promote spiritual health.

Week #10: Culture & Ethnicity, Health Literacy & Patient Education
1. Describe steps toward developing cultural competence.
2. Identify major components of cultural assessment.
3. Identify the role of the nurse in patient education.
4. Identify basic principles of learning.
5. Describe the domains of learning.
6. Define health literacy.
Week #11: Ethics & Values, and Legal Implications
1. Describe the basic philosophies of ethics and the nursing perspective in ethics.
2. Apply a method of ethical analysis to a clinical situation.
3. Identify personal and professional values and clarify personal values.
4. Discuss informed consent and advance directives.
5. Identify contemporary ethical issues and nursing implications.
6. Explore legal concepts that apply to nurses.
7. Describe legal responsibilities/obligations of nurses.
8. Discuss role of State Boards of Nursing in licensure and regulation of nursing practice.
11. Examine examples of legal issues that arise in nursing practice.

Week #12: Global Health Presentations by students
Objectives will be set by student groups.

Week #13: Evidence Based Practice
1. Explain how nursing research improves nursing practice.
2. Define evidence-based practice.
3. Locate current published nursing research that applies to a clinical topic.

Week #14: Complementary and Alternative Therapies & Stress and Coping
1. Define and differentiate between alternative and complementary therapies.
2. Explore role of complementary therapies in clinical nursing practice.
3. Describe purposes, principles, applications, methods, and risks of selected therapies.
4. Identify social, cultural, and economic forces that influence patient preference for non-allopathic therapies.
5. Explore resources for additional information on selected therapies, and evaluate usefulness and reliability of resources.
6. Describe the three stages of the general adaptation syndrome.
8. Discuss the process of crisis intervention.
9. Develop a care plan for patients who are experiencing stress.
10. Discuss how stress in the workplace affects the nurse.