

# FLORIDA ATLANTIC UNIVERSITY™

## Undergraduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UUPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NUR 3119L	CURRENT COURSE TITLE: Nursing Situations in Practice: Health Assessment and Technological Caring
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2013	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):

<p>CHANGE TITLE TO: FOUNDATIONS OF NURSING PRACTICE</p> <p>CHANGE PREFIX FROM: _____ TO: _____</p> <p>CHANGE COURSE NO. FROM: _____ TO: _____</p> <p>CHANGE CREDITS<sup>2</sup> FROM: _____ TO: _____</p> <p>CHANGE GRADING FROM: REGULAR TO: S/U</p> <p>CHANGE WAC/GORDON RULE STATUS<sup>3</sup>                  ADD* _____ REMOVE _____</p> <p>CHANGE GENERAL EDUCATION REQUIREMENTS<sup>4</sup>                  ADD* _____ REMOVE _____</p> <p><small>*WAC and General Education criteria must be clearly indicated in attached syllabus. For WAC Guidelines: <a href="http://www.fau.edu/WAC">www.fau.edu/WAC</a>. Please attach General Education Course Approval Request: <a href="http://www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php">www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php</a></small></p>	<p><b>CHANGE DESCRIPTION TO:</b> The focus of this course is the study of the concepts and principles necessary to competently perform the technological skills and therapeutic interventions needed for professional nursing practice. Topics include knowledge, judgment, skills and professional values within a legal/ethical framework for nursing. Emphasis is on using multiple ways of knowing as an organizing framework and application of concepts and principles that are basic to an environment of safety. Developmental, genetic, and environmental risk factors that affect health are explored. Nursing situations and simulations are used to apply the concepts of safe quality care.</p> <p>Rationale: Course description change due to reorganization of curriculum to meet AACN/CCNE standards</p> <p>CHANGE PREREQUISITES: None</p> <p>CHANGE COREQUISITES TO*: NUR 3065, NUR 3065L</p>
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**Attach syllabus for ANY changes to current course information.**

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. None	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>5</sup>
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Faculty contact, email and complete phone number:  
 Beth King [bking@fau.edu](mailto:bking@fau.edu) 561-297-3249

<p><b>Approved by:</b></p> <p>Department Chair: <u>Sharon L. Doernie</u></p> <p>College Curriculum Chair: <u>Bethany</u></p> <p>College Dean: <u>Karathy Edwards</u></p> <p>UUPC Chair: <u>A. E. Wynn</u></p> <p>Undergraduate Studies Dean: <u>Edward S. Burt</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p><b>Date:</b></p> <p><u>3-1-13</u></p> <p><u>3-1-13</u></p> <p><u>3-1-13</u></p> <p><u>3/22/13</u></p> <p><u>3/27/13</u></p> <p>_____</p> <p>_____</p>	<p>1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist <a href="http://www.fau.edu/academic/registrar/UUPCinfo">www.fau.edu/academic/registrar/UUPCinfo</a></p> <p>2. Review Provost Memorandum: Definition of a Credit Hour <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a></p> <p>3. WAC approval (attach if necessary)</p> <p>4. Gen. Ed. approval (attach if necessary)</p> <p>5. Consent from affected departments (attach if necessary)</p>
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**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE OVERVIEW  
SUMMER 2013**

**COURSE NUMBER:** NUR 3119L

**COURSE TITLE:** Foundations of Nursing Practice

**COURSE FORMAT:** Live/Laboratory

**CREDIT HOURS:** 2 credits

**COURSE SCHEDULE:** Boca Raton Campus  
Monday 1:00 – 3:00 pm NU 201

**PLACEMENT IN CURRICULUM:** Required course offered in junior year  
Summer semester

**PREREQUISITES:** Admission to BSN program

**COREQUISITES:** NUR 3065, NUR 3065L

**FACULTY:**

**OFFICE HOURS:** day X-X PM

**COURSE DESCRIPTION:**

The focus of this course is the study of the concepts and principles necessary to competently perform the technological skills and therapeutic interventions needed for professional nursing practice. Topics include knowledge, judgment, skills and professional values within a legal/ethical framework for nursing. Emphasis is on using multiple ways of knowing as an organizing framework and application of concepts and principles that are basic to an environment of safety. Developmental, genetic, and environmental risk factors that affect health are explored. Nursing situations and simulations are used to apply the concepts of safe quality care.

**COURSE OBJECTIVES:** Upon completion of this course, the student will be able to create caring nursing responses in:

**Becoming competent**

1. Use multiple ways of knowing to identify health promotion needs for diverse populations. (SLO 1, 2, 3, 4; Essential I).

2. Demonstrate competence in the professional performance of basic nursing procedures with clear awareness of key elements and legal/ethical considerations including but limited to: (SLO 11, 12, 13; Essentials V, IX).
  - a. Preparation for common laboratory and diagnostic procedures
  - b. Demonstration of correct techniques in collection of routine specimens of body secretions.
  - c. Rationale for selected safety equipment: restraints, gait belt, walkers and demonstrate the appropriate technique when using them.
  - d. Performance of hygiene/comfort skills
  - e. Identifying need for and use of personal protective equipment.
  - f. Performing wound care, using principles of asepsis/sterile technique
  - g. Preparing and administering medications given via the oral, topical, nasogastric and parenteral routes with 100% accuracy.
  - h. State the rationale for care of the client receiving oxygen therapy, utilizing the principles of safe administration with selected delivery devices.
  - i. Describe characteristics, concepts, and processes related to transmission of common communicable diseases, including risk factors and prevention

#### **Becoming Compassionate**

3. Discuss respect of privacy and dignity of the patient and all components of the Patient Bill of Rights. (SLO 5, 10, 15; Essentials I, V, IX).

#### **Demonstrating comportment**

4. Practice within the boundaries of the Nurse Practice Act. (SLO 5, 11, 12; Essential V).
5. Demonstrate knowledge of Occupational Safety and Health Administration (OSHA) guidelines and universal precautions. (SLO 13; Essentials II, V, VII).

#### **Becoming confident**

6. Use effective and therapeutic communication techniques during the practice and performance of skills. (SLO 10, 12; Essentials III, VI, VII, IX).

#### **Attending to conscience**

7. Demonstrate personal accountability and responsibility safe performance of nursing care of diverse patient populations across the life span. (SLO 5, 7, 13, 14; Essentials II, V, IX).

#### **Affirming commitment**

8. Apply critical reasoning to identify appropriate standards and evidence-based nursing responses to enhance patient care and healthcare delivery. (SLO 8, 11; Essentials III, IX).
9. Discuss respect of privacy, dignity of the patient, and all components of the Patient Bill of Rights. (SLO 5, 6, 12, 15; Essentials VIII, IX)

**TEACHING LEARNING STRATEGIES:**

On-line modules, discussion, demonstration, audio-visuals, nursing situations, hands-on practice, and simulation.

**GRADING AND EVALUATION METHODS:**

Elements of Evaluation	Possible Points
Comportment	10
Weekly quiz	40
Skills check-offs	30
Math	20
<b>Total Possible Points</b>	<b>100</b>

**GRADING SCALE:**

Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C quality or better and meets expectations. A grade of U indicates that the work is below expectations and no credit will be given for the work undertaken. A grade below C is not passing in the Undergraduate program. S/U grading is not calculated into the grade point average.

**REQUIRED TEXTS:**

- Ignatavicius, D.D. & Workman, M.L. (2010). *Medical -Surgical nursing: Patient-centered collaborative care* (6th ed.). St Louis: Saunders Elsevier. ISBN-13: 978-1-4160-3762-0
- Olsen, J.L., Giangrasso, A.P., & Shrimpton, D.M. (2012). *Medical dosage calculations: A dimensional analysis approach* (10th ed.). Upper Saddle River, NJ: Pearson. ISBN-0132675528
- Smith, S.F., Duell, D.J. & Martin, B.C. (2012). *Clinical nursing skills* (8th ed.) Upper Saddle River, NJ: Pearson. ISBN - 9780135114735

**RECOMMENDED TEXTS:**

- Williams, C.L. (2008). *Therapeutic interaction in nursing* (2nd ed.). Sudbury, MA: Jones and Bartlett. ISBN-13: 978-0-7637-5129-6

**TOPICAL OUTLINE:**

1. Concepts of Professional nursing
  - a. The Profession of Nursing
  - b. Health care systems
  - c. Legal aspects
  - d. Ethics in nursing
2. Communicating Effectively
  - a. Interpersonal skills

- b. Documentation
- c. Reporting
- 3. Safety in the Healthcare setting
  - a. Infection control
  - b. OSHA Standards
- 4. Nursing Care
  - a. Caring as the basis of nursing
  - b. The nursing process
  - c. Nursing diagnosis and care planning
- 5. Nursing care and basic physiologic needs
  - a. Temperature
  - b. Pain and comfort
  - c. Oxygenation
  - d. Mobility
  - e. Rest and sleep
  - f. Nutrition and fluids
  - g. Elimination
  - h. Sexuality
- 6. Nursing care and psychological, spiritual, and sociocultural needs
  - a. Spirituality
  - b. Culture
  - c. End-of-life
  - d. Psychological needs

### **COURSE ASSIGNMENTS:**

1. **Comportment:** Bearing or demeanor expressed through the dress, language, and behavior. This includes:
  - a. Arrives on time appropriately dressed per college guidelines and prepared for the nursing practice experience.
  - b. Maintains professional behavior with peers, colleagues, faculty, staff, and patients.
  - c. Adapts to changing circumstances, such as change in situation or assignment.
  - d. Contributes to the overall productivity of the setting by actively working with others.
  - e. Demonstrates understanding of the scope of nursing practice
  - f. Begins to incorporate the leadership role of the professional nurse into own nursing practice.
2. **Examinations:** There will be two written examinations, each worth 20 points.
3. **Skills check-offs:** Points vary per skill, totaling 30 course points - see individual skill check-off forms.
4. **Math:** 1-point each for correct weekly assignment submissions (10) and 10 points for the final math evaluation.

### **BIBLIOGRAPHY:**

Cochran Database on-line at <http://www.thecochranelibrary.com>

- Lesniak, R. (2005). Caring through technological competency. *Journal of School Nursing, 21*(4), 194-195.
- Locsin, R. (2005). *Technological competency as caring in nursing: A model for practice*. Indianapolis: Sigma Theta Tau International Press.
- National Guideline Clearing house at [www.guidelines.gov](http://www.guidelines.gov)
- Ray, M. (1987). Technological caring: A new model in critical care. *Dimensions of Critical Care Nursing, 6*, 166-173.
- Simons, S. R. & Abdallah, L. M. (2012). Bedside assessment of enteral tube placement: Aligning practice with evidence. *American Journal of Nursing, 12* (2), 40-46.

### **COURSE POLICIES AND GUIDELINES**

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. Successful completion of all Fundamental Skills requires that all critical criteria are met (see individual skill check-off rubrics). If all critical criteria are not met during demonstration, or, if 2 or more steps in skill demonstration are not completed, the student will be required to schedule additional practice time then re-demonstrate the skill until mastery is obtained. All skills must be mastered in order to progress in the nursing program.
3. All students will be provided with a Skills & Assessment Tracking Form. This form serves as verification that all skill check-offs and required Lab hours have been completed. This form will be returned to your clinical instructor after final check-off.
4. Due to the extensive amount of material to be covered within the course, no classes can be missed. Students are expected to attend each lab on time.
5. Completion/Check off of all Fundamental Skills is the responsibility of the student. Open Lab time will be available for addition practice beyond your assigned lab section.
6. Students are to complete all required readings prior to class. This includes the math calculation preparation information.
7. Students are expected to abide by all policies in the College of Nursing Student Handbook.

### **REQUIRED ITEMS:**

Uniform  
 School ID (Owl Card and CON name badge)  
 Stethoscope  
 Black ink pen & Pencil  
 Paper as needed for notes

### **COLLEGE OF NURSING POLICIES**

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:  
<http://nursing.fau.edu/index.php?main=3&nav=526>

c). Florida Atlantic University's Academic Policies and Regulations  
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and  
<http://www.fau.edu/regulations>

### **CODE OF ACADEMIC INTEGRITY:**

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:  
[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

### **INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

### **ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is

determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

### **RELIGIOUS ACCOMMODATION:**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. **USE OF STUDENT COURSE MATERIAL** The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.





CHRISTINE E. LYNN COLLEGE OF NURSING

### **STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

April 2012

## NUR 3119L COURSE SCHEDULE

Date	Topic	Readings	Assignment/Activity
<b>Week 1</b>	Introduction and syllabus review Communication, Health History, Professionalism, Standard Precautions, Personal Hygiene, Body Mechanics and Positioning	Cauthorne-Burnette & Estes – Chap. 1, 2, 3 (Please note that Chap. 23, 24, 25 of Cauthorne-Burnette & Estes are considered throughout the course.)  Williams - Chap. 1, 2, 3, 4, 5  Smith, Duell, & Martin - Chap. 1 (p. 2-4), 3 (p. 37-51), 4, 12	Correct body mechanics are a fundamental skill to protect the nurse and the client. It is expected that you will observe proper body mechanics at all times in the lab and at the practice sites.  Orientation to CLA Practice taking a health history with partner Documentation: admission health history Nurse-patient communication techniques
<b>Week 2</b>	Role of the nurse/ Assessment techniques Vital Signs Isolation, surgical asepsis	Cauthorne-Burnette & Estes- Chap. 4, 5, 6, 7, 8, 9  Smith, Duell, & Martin - Chap. 1 (p. 9-confidentiality, p. 13-17), 2, 10,  <b>Smith, Duell, &amp; Martin - Chap 11 (repeated throughout the course)</b>  Ignatavicius & Workman- Chap. 1, (Chap. 4-not discussed in class)	<b>Chapter 10</b> Using an electronic thermometer, p. 254 Palpating a radial pulse, p. 259-261 Taking an apical pulse, p. 261-263 Palpating a peripheral pulse, p. 263-265 Obtaining a respiratory rate, p. 267-269 Measuring a blood pressure, p. 270-274 Donning Sterile Gloves, p. 894-895 Preparing a sterile field, , p. 896-897 Pain assessment, p. 520-522 Use of a glucometer, p. 700-704 Documentation / Math
<b>Week 3</b>	<b>NO CLASS</b> <b>Memorial Day:</b> <b>Remembering</b> <b>Those who served.</b>		Work on completing remaining skills from Week 1 & Week 2 Utilizing standard precautions, donning protective gear Chapter 14, p. 429-432 Isolation, Chap.14, p.435-443 <b>Check off skills from Week 2</b> Documentation: Review of labs and progress notes indicating illnesses needing each type of isolation Math
<b>Week 4</b>	<u>Respiratory</u> Respiratory Assessment-Lung sounds Airway management, Oxygen delivery	Cauthorne-Burnette & Estes- Chap. 15  Smith, Duell, & Martin - Chap. 30  Ignatavicius & Workman - Chap. 29 & 30	Respiratory assessment- Estes-Chap. 15 *NT Suctioning, in-line suctioning Chapter 30, p. 1197-1201 *Tracheostomy care, Chap. 30, pp. 1202- 1212 <b>Check off skills from Week 3</b> Documentation: respiratory, finding in chart where ABGs, CXRs are located (Resp. diagnostics)

<b>Week 5</b>	<u>Cardiac and Vasculature</u> Heart tones, Pulses  IV lecture, I & O	Cauthorne-Burnett & Estes- Chap. 16  Smith, Duell, & Martin - Chap. 20 (pp. 699-Allen's test), 28, 29  Ignatavicius & Workman - Chap. 13 (pp. 170-183), 15, 35	Cardiovascular assessment, Chap. 11, p. 300-305 *Assessing peripheral pulses, Chap. 10, p. 263-265 <b>Chapter 28</b> Initiating IV therapy, p. 1054-1067 Regulating IV flow rate, p. 1068-1074 Managing the IV site, 1075-1081 Intake & Output, p. 1082-1086 IV medication administration, p. 1087-1095 Care of central lines, pp. 1113-1127 Documentation-cardiac nurse's note, cardiovascular diagnostics (labs and tests) <b>Check off skills from Week 4</b>
<b>Week 6</b>	<u>Integumentary</u> Skin Assessment, Braden scale, Types of skin care, wound care	Cauthorne-Burnett & Estes- Chap. 10  Smith, Duell, & Martin - Chap. 25 and p. 195-201 (skin integrity)  Ignatavicius & Workman - Chap. 26, 27 (Pressure ulcers), & 28 (Burns)	* Skin assessment, Chap. 11, p. 298-300 *Change a dry sterile dressing, Chap. 25, p. 899-901 *Pressure ulcers, prevention & care, Chap. 25, p. 932-939 **Documentation-integumentary nurse's note, staging/photographing pressure ulcers <b>Check off skills from Week 5</b>
<b>Week 7</b>	<u>Genitourinary</u> GU Assessment Promoting normal elimination of bladder Male and Female Genitalia Assessment	Cauthorne-Burnett & Estes- Chap. 14, 20, 21  Smith, Duell, & Martin - Chap. 22, Chap. 9 (pp. 230- 234, peri-care)  Ignatavicius & Workman - p. 1522-1523; Chap. 68, p. 1526-1549; p. 1638-1639; Chap. 72, p. 1642-1659; Chap. 73 p. 1660-1683; Chap. 75, p. 1712-1736 (assessment and diagnosis related)	GU assessment, Chap. 11, p. 308-309 *Genitalia assessment, Chap. 11, p. 310-311 *Labeling specimens, Chap. 20, p. 679-683  *Collecting a clean catch urine, Chap. 20, p. 684-688 *Applying a condom catheter, Chap. 22, p. 767-770 *Catheterization (foley & straight cath, Chap. 22, p. 771-786  **Documentation-nurse's note GU, calculating/documenting I and O, diagnostics r/t GU (UA, C & S) <b>Check off skills from Week 6</b>
<b>Week 8</b>	<u>Musculoskeletal</u> M/S Assessment Mobility Medication administration	Cauthorne-Burnett & Estes- Chap. 18  Smith, Duell, & Martin- Chap. 12 & 13  Ignatavicius & Workman - Chap. 52, p. 1140-1151, Chap. 53, p. 1152-1157	Musculoskeletal Ch. 11, p. 290-293 Documentation - musculoskeletal <b>Chapter 18</b> Medication administration, p. 574-606 Parenteral administration, p. 607-630 Medication administration documentation and procedures, SAFETY <b>Check off skills from Week 7</b>

<b>Week 9</b>	<u>Gastrointestinal</u> GI Assessment Nutrition, feeding methods Promoting normal elimination of bowel	Cauthorne-Burnett & Estes- Chap. 17, 22 Smith, Duell, & Martin - Chap. 19, 23 Ignatavicius & Workman - p. 1212-1213, Chap. 55, p. 1216- 1230	GI assessment, <b>Chap. 11</b> , p. 306-308 <b>Chapter 19</b> , 652-678 <b>Chapter 23</b> , 846-855: Ostomy appliances Documentation-nurse's note GI <b>Check off skills from Week 8</b>
<b>Week 10</b>	<u>Neurological Assessment</u>	Cauthorne-Burnett & Estes- Chapter 19 Ignatavicius & Workman - p. 924-925, Chap. 43, p. 928-949 Smith, Duell, & Martin -Chap 18, 32	Neurological Assessment, Chap. 11, p. 285- 295 Documentation-nurse's note neuro, frequent neuro check form, find in chart where CT, neurologist progress notes are, nurse's note I and O (hourly) <b>Check off skills from Week 9</b>
<b>Week 11</b>	<u>Head, Eyes, Ears, Nose, Throat</u> HEENT assessment	Cauthorne-Burnett & Estes- Chap. 11, 12, 13  Ignatavicius & Workman - Chap. 48, p. 1070-1083 (eye) and assessment and skill related info in this chapter, Chap. 50, p. 1109-1119 (ear), Chap. 51- assessment and skill related info in this chapter  Smith, Duell, & Martin -Chap. 11, p. 295-297	* HEENT assessment, Chap. 11, p. 295-298  *Head-to-Toe practice  <b>Check off skills from Week 10</b>  Math
<b>Week 12</b>	Pulling it all together a. Comprehensive Health Assessment	Cauthorne-Burnett & Estes- Chap. 26	<b>Final Assessment check-off</b> <b>Skills check-off</b> <b>Check off skills Week 11</b> Documentation: Final Head-to-Toe assessment