

### Basic Course Information

Semester:	<b>Fall 2018</b>	Instructor Name:	Terrie Sullivan, RN, MSN
Course Title & #:	NURS127: Medical Surgical Nursing I	Email:	Terrie.sullivan@imperial.edu
CRN #:	10760	Webpage (optional):	
Classroom:	2150	Office #:	<b>2125</b>
Class Dates:	<b>8/14 to 10/3/18</b>	Office Hours:	T:1030-1230, W:1030-1130. Th & F: 0615-0645 am at PMHD and by appointment
Class Days:	Tues. – Fri.	Office Phone #:	760-355-6425
Class Times:	Theory: T, W: 0800-1020 Clinical: TH, F: 0645-1330 & 1300-1900	Emergency Contact:	Nursing Office 355-6348
Units:	4.0		

### Course Description

This course focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of patient centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to adults in a variety of settings.

### Course Prerequisite(s) and/or Corequisite(s)

NURS 107, NURS 108, and NURS 109.

NURS 123 - corequisite

### Student Learning Outcomes

1. Plan, implement, and evaluate outcome of nursing care of adult patients with common problems of the respiratory, surgical, and/or musculoskeletal systems. (ILO1, ILO2, ILO3, ILO5)
2. Demonstrate appropriate and safe techniques for IV insertion in lab or simulated setting. (ILO2, ILO3)
3. Demonstrate safe medication administration in a simulated or clinical setting. (ILO2, ILO3, ILO5)
4. Demonstrate theoretic knowledge of nursing care for the patient with a respiratory problem. (ILO1, ILO2, ILO3, ILO5)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Perform a comprehensive health assessment on adult clients with medical and/or surgical alterations and identify deviations from normal as well as related health risks.
2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of a patient's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.
3. Participate as a member of the interprofessional health care team and patient advocate while providing quality care that promotes patient safety for adults with medical and/or surgical health alterations.
4. Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to adult patients experiencing health alterations.
5. Apply knowledge of pharmacology, pathophysiology, and nutrition as well as established evidence based practice to the care of older adult patients with common health alterations.
6. Use verbal and nonverbal communication that promotes therapeutic relationships with adult patients and their families, as well as professional relationships with members of the interprofessional health care team.
7. Use information technologies to access evidence based literature and patient information as well as communicate with members of the interprofessional health care team, accurately documenting patient care in a secure and timely manner.
8. Identify, plan, and provide health and safety related education to adult patients and their families in conjunction with members of the interprofessional health care team.
9. Use organizational and priority-setting skills when providing care to adult patients with medical and/or surgical health alterations.
10. Acknowledge the importance of the nurse's role in measuring patient outcomes, reporting patient safety and quality care concerns and participating in activities that promote performance improvement.
11. Adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult patients and their families.

Textbooks & Other Resources or Links					
Author	ISBN	Title	Edition	Year	Publisher
Hinkle & Cheevah	9781469852744 with CoursePoint  978-1-4963-4799-2 textbook only	Bruner & Suddarth's Textbook of Medical-Surgical Nursing e-book with CoursePoint	14th	2017	Wolters Kluwer
Lynn	978-1-4963-2382-8	Taylor's Clinical Nursing Skills: A Nursing Process Approach	4th	2015	Wolters Kluwer
Burchum & Rosenthal	978-0-323-32190-7	Lehne's Pharmacology for	9th	2016	Elsevier

		For Nursing Care			
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### Course Requirements and Instructional Methods

NURS 127 is an 4 unit theory and clinical course. Lectures are held 5 hours per week and clinical hours are 13 per week.

**Clinical hours may be adjusted to meet the required assignment locations; this may include a clinical rotation at a different time than posted or on a different day. Students are responsible for transportation to clinical sites and attendance at all scheduled clinical rotations.**

#### Assignments:

Reading, CD/video, Internet, and writing assignments are required. Students will be expected to read, understand, and critique information from college level textbooks, nursing journals, or equivalent. The reading list will include texts used in prior nursing courses and those required of this course (see text book list).

Additional reading assignments will be required to supplement textbook material. Writing assignments will reflect the objectives listed and may include, but not be limited to, short essays, posters, and/or professional papers. Outside assignments including but not limited to nursing lectures, independent exercises, and learning center activities may be assigned and are required.

Clinical pre-assignments will include preparing for clinical by practicing skills, obtaining patient data, reviewing medication information, and completing pre-assignments as designated for each clinical area. Clinical hours will be spent demonstrating proficiency, providing professional nursing care to assigned patients, observations in various clinical departments, and participating in simulation. Written post-assignments will relate to the clinical experience and may include but not be limited to care plans, case studies, professional papers/posters, and journal entries. Clinical sites may include hospitals, clinics, simulation lab, schools, home health agencies, public health agencies and social service agencies.

It is each student's responsibility to complete all facility requirements, i.e., BLS training, immunizations, background checks, drug screening, specific hospital orientation, etc., prior to clinical rotations (please see the student handbook for more information).

**A student will not be allowed to attend any clinical hours until this is done. If over the maximum hours of absenteeism because of this, the student will be dropped from the class.**

Plagiarism and cheating policies noted in the student handbook and IVC policies will be strictly enforced. Students are expected to develop original work for this course. It is recommended that students visit the college library to become acquainted with research tools available.

#### Methods of Instruction

The methods of instruction will be determined by each instructor and may include, but not be limited to the following: small group discussions, student presentations, demonstration, simulations, classroom lecture, CD or online assisted instruction, audiovisuals, textbooks, handouts, and required reading and writing assignments.

During all classroom and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously. **It is expected that students will come prepared for class by completing reading assignments and skills practice on their own time.**

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Students must maintain a “C” average grade as determined by the scale below:

- A = 93-100%
- B = 84-92%
- C = 78-83%
- F = Below 78%

Grades will not be “rounded”. To advance to the next semester, a “C” or better is required in this course. All of the following must be attained to successfully pass this course:

- A. Final Theory Exam score must be passed at a 78%.**
- B. Clinical grade must total equivalent of 78% or greater based on all points accumulated.**
- C. Theory (exams) grade must total equivalent of 78% or greater.**

- D. Medication Math Exam must be passed with a 92% or higher. If 1st attempt is less than 92%, student will have 1 additional chance to pass with a 100% per student handbook.
- E. Attendance requirements as noted below must be met.
- F. Less than 3 unsatisfactories in clinical work must occur.
- G. Final clinical evaluation must show all categories as “Satisfactory”.

Testing will include no more than 7 examinations in addition to written, demonstration, and/or oral assignments, and a final examination. Pop quizzes may be included. **EXCEPT FOR UNDER EXTREME CIRCUMSTANCES, THERE WILL BE NO MAKE-UPS FOR TESTS OR QUIZZES MISSED DUE TO ABSENCE.**

If a student fails an exam, a self-evaluation will be completed to identify current study practices. Student will then develop a remediation plan to address any deficits identified in self-evaluation. Failure of an exam will result in a referral to the NLC/instructor.

Clinical evaluation will be done on an ongoing basis with a student required to meet “satisfactory” in all areas to pass the course. Evaluation is based on written assignments, adherence to nursing standards of care, QSEN competencies, and professional performance. As a part of professional performance, a student must maintain and demonstrate competency in dosage calculation at all times. An unsatisfactory in clinical may be given based on the same standards of care and professional performance and will require remediation in the learning center. Three unsatisfactory grades given in clinical or failure to meet the clinical objectives will result in failure of this class regardless of the overall grade.

Schedule and total points available may change at the discretion of the instructors, taking into account the progress of students with the materials. Any change will be announced in class, via email or announcements through Canvas. Students are held responsible for all materials covered in the syllabus and for any changes that are announced in class or by email/announcements via Canvas

To evaluate a student’s ability to provide for patient safety and to demonstrate clinical competence, students must be present in clinical. Absenteeism and/or tardiness beyond the maximum allowed will result in being dropped from NURS127. This will result in a “W” grade if before the drop date and “F” if after that date.

It is recommended that if a grade falls below 80% that the student will arrange to meet with the faculty member. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom or clinical matters.

The student is responsible for withdrawing (W) from the class before the deadline as outlined on your registration forms. Failure to pass this class will affect your ability to progress to the next semester. Students failing or withdrawing must complete a Petition to Re-Enter.

Simulations are a safe learning environment where all students will have the opportunity to interact within a structured scenario. Simulations will be utilized during this class and simulation materials will be handed out during the semester. All advance assignments such as mini-care plans and pre-assignments must be completed before the start of class. Failure to complete the pre-assignment will prevent the student from attending the class for the day resulting in a clinical absence and an “unsatisfactory” in clinical performance.

### Attendance

It is the responsibility of each student to attend all classroom and clinical hours and to contact the faculty person before the start of class of any need to be excused from class. If a student does not contact the faculty member by the assigned time and is absent, a clinical unsatisfactory for professional behaviors will be given. Students are expected to attend all classes. **Absences are limited to the equivalent of the number of hours class meets in one week over a full semester; as a short-term class, this equates to one theory day (2.5hrs) absence and one clinical day absence (6.5hrs)**

A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor. Tardiness to Theory and Clinical classes are limited to 3 tardies. Three tardies equal one absence and the student will receive and unsatisfactory for professional behavior.

Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class. A student who reaches the maximum allowable number of hours absent and is not allowed to continue may file a petition to reenter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry. Tardiness will be included in calculation of absenteeism.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

### Classroom Etiquette

**During all classroom and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously.** It is expected that students will come prepared for class by completing reading assignments and skills practice on their own time.

- **Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.**
- **Recording devices must be approved by the instructor.** Laptops/tablets are acceptable at the discretion of the instructor. if students are taking notes.

- **Food and Drink are prohibited in all classrooms.** Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

### Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## **Student Equity Program**

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

DATE	DAY	TIME	DESCRIPTION	INSTR	ASSIGNMENT	ROOM
<b>Week 1</b>						
8/14	Tue	0800-1020	Orientation to NURS 127 Physical Assessment	Sullivan	Bring syllabus and schedule  Review student orientation to Canvas  Phy. Assess. Review: ATI Fundamentals Ch. 7, 10, 23-25, 41 and same topics in Fundamentals book Readings: <b>B/S: Ch. 5</b> <b>L: Ch, 3</b>	2150

8/15	Wed	0800-1020	Perioperative Care	Sullivan	<p>Guest speaker: PMHD OR Director</p> <p>Bring syllabus and schedule</p> <p><b>Assignment: Review Case Study posted in Blackboard before 8/16.</b></p> <p>Perioperative Care  <b>B/S: Ch. 17-19, Review Ch. 12 Pain.</b>  <b>T: Ch. 6, 10</b>  <b>LE: Ch. 26-28</b>                      ATI M/S: Ch. 95-97                      ATI Pharm: Ch. 15, 33-38                      ATI Fundamentals: Ch.6, 10</p>	2150
8/16 & 8/17	Thur Fri	0700-1330	<p><b>Physical Assessment practice</b></p> <p><b>1<sup>st</sup> Medication Math Exam</b>                      Thursday after clinical guide orientation Physical Assessment practice after Med Math test</p> <p><b>Checkoff's Friday be in uniform.</b></p>	Sullivan Rodarte Winford	<p>Thursday: Clinical Guide review,</p> <p>Be in uniform for check-off on Friday.</p> <p>All clinical groups to meet at same time 0730</p>	labs
<b>Week 2</b>						
8/21	Tue	0805-1020	Perioperative care	Sullivan	Same as above	2150
8/22	Wed	0805-1020	<p><b>Exam #1: Physical Assessment/Perioperative Care</b></p> <p>Alterations in Oxygenation</p>	Sullivan	<p>Resp:  <b>B/S: Ch. 20-24</b>  <b>L: Ch. 14</b>  <b>LE: Ch. 76-77</b>  <b>T: Ch. 38</b>                      ATI M/S: Ch. 17, Ch.19 pp. 199-204. Ch. 20-24.                      ATI Pharm: Ch. 17-18, Ch. 47 pg 625-628.</p> <p><b>Review and complete Case</b></p>	2150

					Study Posted in Blackboard – Pneumonia	
8/23 8/24	Thur Fri	0645-1315  1200-1830	Clinical rotation	Sullivan Rodarte Winford	See Clinical Guide  Charting class and Orientation to hospital per clinical group  <b>Care plan from case study posted in Canvas due to clinical instructor 8/23</b>	PMHD  ECRMC
<b>Week 3</b>						
8/28	Tue	0805-1020	Alterations in Oxygenation	Sullivan	Resp: <b>B/S: Ch. 20-24</b> <b>L: Ch. 14</b> <b>LE: Ch. 76-77</b> <b>T: Ch. 38</b> ATI M/S: Ch. 17, Ch.19 pp. 199-204. Ch. 20-24. ATI Pharm: Ch. 17-18, Ch. 47 pg 625-628.  Review and complete Case Study Posted in Blackboard – Pneumonia  <b><u>All respiratory skills to have 1 hour supervised practice before 9/12 with NLC tutor or instructor.</u></b>  <b><u>Trach simulation Check offs ECRMC and PMH PM group 9/13</u></b>  <b><u>Trach simulation Check offs 9/14 PMH AM group</u></b>	2150
8/29	Wed	0805-1020	Alterations in Oxygenation  <b>2<sup>nd</sup> Medication Math Exam (given after class)</b>	Sullivan	Resp: <b>B/S: Ch. 20-24</b> <b>L: Ch. 14</b> LE: Ch. 76-77 <b>T: Ch. 38</b> ATI M/S: Ch. 17, Ch.19 pp. 199-204. Ch. 20-24.	2150

					<p>ATI Pharm: Ch. 17-18, Ch. 47 pg 625-628.</p> <p>Review and complete Case Study Posted in Blackboard – Pneumonia</p> <p><b><u>All respiratory skills to have 1 hour supervised practice before 9/12 with NLC tutor or instructor.</u></b></p> <p><b><u>Trach simulation Check offs ECRMC and PMH PM group 9/13</u></b></p> <p><b><u>Trach simulation Check offs 9/14 PMH AM group</u></b></p>	
8/30 8/31	Thur Fri	0645-1315	Clinical rotation	Sullivan Rodarte Winford	See Clinical Guide	PMHD ECRMC
<b>Week 4</b>						
9/4	Tue	0805-1020	<p><b>Exam #2 Alterations in Oxygenation</b></p> <p>Alterations in Fluid &amp; Electrolytes and IV Therapy</p>	Sullivan	<p>Readings Fluid &amp; Electrolytes <b>B/S: Ch.13</b> <b>L: Ch. 5 pg. 228-253, Ch. 15 pg. 552-588</b> <b>LE: Ch. 76-77</b></p> <p>ATI M/S: Ch. 43-45 ATI Pharm: Ch. 4 ATI Fundamentals: Ch.57-58</p> <p>Course Point/ATI Watch &amp; Learn videos: Ch. 13 Interactive tutorials: Ch 13: Fluid &amp; Electrolyte Balance, Changing IV Tubing</p>	2150

					<u>IV start checkoff's on 9/27 &amp; 9/28</u>	
9/5	Wed	0805-1020	Alterations in Fluid & Electrolytes and IV Therapy	Sullivan	<p>Readings Fluid &amp; Electrolytes  <b>B/S: Ch.13</b>  <b>L: Ch. 5 pg. 228-253, Ch. 15 pg. 552-588</b>  <b>LE: Ch. 76-77</b>                      ATI M/S: Ch. 43-45                      ATI Pharm: Ch. 4                      ATI Fundamentals: Ch.57-58</p> <p>Course Point/ATI                      Watch &amp; Learn videos: Ch. 13                      Interactive tutorials: Ch 13:                      Fluid &amp; Electrolyte Balance,                      Changing IV Tubing</p> <p><u>IV start checkoff's on 9/27 &amp; 9/28</u></p>	2150
9/6 9/7	Thur	0645-1315	Clinical rotation	Sullivan Rodarte Winford	See Clinical Guide	PMHD ECRMC
<b>Week 5</b>						
9/11	Tue	0805-1020	<b>Exam #3 Alterations in Fluid &amp; Electrolytes and IV Therapy</b>	Sullivan	<p>Mobility:  <b>B/S: Ch. 40-43</b>  <b>L: Ch. 32</b>  <b>Ch. 73-75</b>                      M/S: Ch. 78-83</p> <p style="text-align: right;"><b>LE:</b> ATI ATI</p>	2150

			Alterations in Mobility		Pharm: Ch. 34, Ch. 38 pg 493-antigout	
9/12	Wed	0805-1020	Alterations in Mobility		Mobility : <b>B/S: Ch. 40-43</b> <b>L: Ch. 32</b> <span style="float: right;"><b>LE:</b></span> <b>Ch. 73-75</b> <span style="float: right;">ATI</span> M/S: Ch. 78-83 <span style="float: right;">ATI</span> Pharm: Ch. 34, Ch. 38 pg 493-antigout  <u><b>Group Presentations</b></u>	2150
9/13 9/14	Thur Fri	0645-1315	Clinical rotation  <u>Trach simulation Check offs ECRMC and PMH PM group 9/13</u>  <u>Trach simulation Check offs 9/14 PMH AM group</u>	Sullivan Rodarte Winford	See Clinical Guide  <u>Trach simulation Check offs</u>  <u><b>M/S care plan due to clinical instructor Thursday 9/13</b></u>	PMHD  ECRMC  Simulation labs
<b>Week 6</b>						
9/18	Tue	0805-1020	Alterations in Integumentary	Sullivan	Skin: <b>B/S: Ch. 60-61</b> <b>LE: Ch. 105</b> <b>T: Ch. 31</b> ATI M/S: Ch. ATI Pharm: Ch. 47 pg. 62-636	2150
9/19	Wed	0805-1020	<b>Exam #4: Alterations in Mobility &amp; Integument</b>  Alterations in Ingestion, Digestion, Absorption, and Elimination	Sullivan	Readings for GI: <b>B/S: Ch. 43-45, Ch 46 pg 1292-1303</b> <b>L: Ch. 11</b> <b>LE: Ch.79 – 80</b> ATI M/S: Ch. 48-50 ATI Pharm: Ch. 29 pg. 221-222	Computer Lab  2150

					ATI Fund: Ch.54  CoursePoint/ ATI Watch & Learn Videos  Assigned videos, computer programs related to NG tubes, Nursing videos on IVC website	
9/20  9/21	Thur Fri	0645-1315	Clinical rotation	Sullivan Rodarte Winford	See Clinical Guide	PMHD  ECRMC
<b>Week 7</b>						
9/25	Tue	0805-1020	Alterations in Ingestion, Digestion, Absorption, and Elimination	Sullivan	Readings for GI: <b>B/S: Ch. 43-45, Ch 46 pg 1292-1303</b> <b>L: Ch. 11</b> LE: Ch.79 – 80 ATI M/S: Ch. 48-50 ATI Pharm: Ch. 29 pg. 221-222 ATI Fund: Ch.54  CoursePoint/ATI Skills Watch & Learn Videos Assigned videos, computer programs related to NG tubes, Nursing videos on IVC website	2150
9/26	Wed	0805-1020	<u><b>Exam #5 GI</b></u>  IV practice time		<b>B/S: Ch. 56</b> LE: Ch. 61 ATI M/S: Ch. 62-64  ATI Pharm: pg. 243-246	2150
9/27  9/28	Thur Fri	0645-1315	Clinical rotation	Sullivan Rodarte Winford	IV check off's	PMHD  ECRMC
<b>Week 8</b>						

10/2	Tue	0805-1020	Alterations in Reproductive (Female)  (No exam will be on final)	Sullivan	<b>B/S: Ch. 56</b> LE: Ch. 61 ATI M/S: Ch. 62-64  ATI Pharm: pg. 243-246	PMHD  ECRMC
10/3	Wed	0805-1020		Sullivan		2150
10/4 10/5	Thur Fri	0700-1330	<b><u>EBP Presentations</u></b>  <b><u>Final Exam for Nursing 127 on 4/12 after presentations</u></b>			Computer Lab

**\*\*\*Tentative, subject to change without prior notice\*\*\***