

Midland College
Syllabus
RNSG 1413
Foundations for Nursing Practice (3-3-0)

Course Description:

Introduction to the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Content includes fundamental concepts of nursing practice, history of professional nursing, and a systematic framework for decision-making and critical thinking. Emphasis on knowledge, judgment, skills and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

Prerequisite: Admission to program. Corequisites: RNSG 1215, RNSG 1105, RNSG 1162, RNSG 1171

Text, References and Supplies:

- First semester A.D.N. Learning Packet
- Curren, A. *Dimensional Analysis for Meds*. 4th Edition. New York: Delmar, 2010
- Fremgen, B. & Frucht, S. *Medical Terminology: A Living Language*. 5th Edition. Boston: Pearson, 2013
- Touhy, T & Jett, K. *Ebersole and Hess' Gerontological Nursing & Healthy Aging*. 4th Edition. St. Louis: Elsevier Mosby, 2014
- Wilkinson, J. & Van Leuven, K. *Fundamentals of Nursing Vol. 1*. 3rd Edition. Philadelphia: F.A. Davis, 2016
- Wilkinson, J & Van Leuven, K. *Fundamentals of Nursing Vol. 2*. 3d Edition. Philadelphia: F.A. Davis, 2016
- Wilson, Susan, & Giddens, Jean. *Health Assessment for Nursing Practice*. 6th Edition. St. Louis: Elsevier Mosby, 2016
- Nursing drug handbook and a nursing laboratory and diagnostic test book, current within five years maximum. Drug guide by Davis and laboratory/diagnostic test book by Pagana and Pagana recommended.
- ATI Materials (purchased through course fees)
- First semester medical/nursing supply kit, purchased at bookstore
- Stethoscope, adult blood pressure cuff, bandage scissors, watch with a second hand

Student Learning Outcomes:

The following course student learning outcomes (SLOs) are based on the *Differentiated Essential Competencies* (DECs) identified by the Texas Board of Nursing for the professional nursing roles of Member of the Profession (MOP), Provider of Patient-Centered Care (PPCC), Patient Safety Advocate (PSA), and Member of the Health Care Team (MHCT). Upon successful completion of the course, the student will be able to:

1. Apply knowledge of basic nursing care practices to promote patient and staff safety (PSA-B; PPCC-B).
2. Explain cultural and developmental considerations as they impact basic patient care (PPCC-A, B).
3. Differentiate the roles of the health care team within legal and ethical frameworks (MHCT-A,D; MOP-A,B).

4. Apply principles of basic communication to promote safe patient care. (MHCT-D; PPCC-D)
5. Plan evidence-based nursing interventions that promote and support basic human needs (PPCC-C,E,F; PSA-D).

Weekly Student Learning Outcomes (SLOs)

Day 1

1. Identify significant events in the evolution of nursing.
2. Identify the roles and functions of the nurse.
3. Describe how clinical wisdom is developed according to Benner's Model.
4. Explain how nursing practice is regulated.
5. Describe the purposes of nursing care.
6. Describe how Quality and Safety Education for Nurses (QSEN) project and Institute of Medicine (IOM) report have improved the quality and safety competencies for nurses.
7. Define the term "evidence-based practice" (EBP).
8. Describe how EBP impacts patient care.
9. Describe the process of thermoregulation in the body.
10. Describe the concept of a "normal" temperature.
11. Explain the physiological mechanisms for fever.
12. Describe nursing interventions for the patient with a fever and other temperature alterations.
13. Explain how respirations are regulated in the body.
14. Define arterial oxygen saturation, hypoxia, hyperventilation, and hypoventilation.
15. Describe nursing interventions for the patient with impaired respiratory status.
16. Describe the physiology of blood pressure, including references to systolic, diastolic, pulse pressure, and mean arterial pressure.
17. Explain why it is important to interpret a patient's blood pressure pattern rather than relying on a single reading.
18. Discuss the impact of cuff size on blood pressure readings.
19. Define hypotension, hypertension, essential hypertension, and secondary hypertension.
20. Identify normal VS parameters for an adult.
21. Identify the components of a pulse beat and what each stands for (S1,S2)
22. Identify factors that can alter a pulse rate.
23. Describe nursing interventions for the patient with hypertension.
24. Explain delegation principles for the RN when delegating VS measurement.
25. Differentiate normal vs. abnormal VS measurement for adults.
26. Describe basic medical terminology guidelines.

Day 2

1. Apply previous knowledge of anatomy and physiology to urinary elimination.
2. Describe factors that affect urinary elimination.
3. Compare normal vs. abnormal urine characteristics.
4. Accurately measure intake and output.
5. Describe procedures for collecting various types of urine specimens.
6. Describe diagnostic tests used in identification of urinary elimination problems.
7. Describe nursing interventions that promote normal urination.
8. Select interventions for a patient experiencing urinary problems.
9. Differentiate straight, indwelling, and suprapubic catheters and indications for usage.
10. Apply appropriate interventions for catheter care.

11. Apply appropriate interventions for managing urinary incontinence.
12. Discuss signs and symptoms and nursing interventions/teaching for UTI.
13. Apply previous knowledge of anatomy and physiology to bowel elimination.
14. Describe factors that affect bowel elimination.
15. Describe common bowel elimination problems and appropriate nursing interventions.
16. Explain procedures for collecting various types of stool specimens.
17. Describe procedure and significance for occult blood testing.
18. Describe procedure and nursing interventions for enema administration.
19. Describe nursing interventions that promote normal bowel elimination.
20. Apply basic sterility concepts to sterile gloving and preparing a sterile field.
21. Utilize appropriate medical terminology for the content being studied.
22. Describe drugs that affect bowel and bladder elimination.

Day 3

1. Demonstrate ability to utilize a nursing drug reference.
2. Describe the twelve assigned medications in relation to classification, use, and nursing implications.
3. Summarize the routes by which medications are absorbed in the body including each one's advantages and disadvantages.
4. Analyze a prescription for type, accuracy, and thoroughness.
5. Differentiate between side effects, adverse effects, and anaphylactic reactions.
6. Define drug incompatibility and medication contraindications.
7. Demonstrate safe medication administration by use of "three checks" and "six rights of medication administration".
8. Describe appropriate steps to take if communicating a medication error.
9. Differentiate various acceptable routes for medication administration and their general time of onset.
10. Locate and name sites and anatomical landmarks for IM, subcu, and intradermal injections.
11. Describe the technique and implications for various routes of medication administration.
12. Explain why the dorsogluteal site is not an accepted IM site based on EBP.
13. Discuss system-wide measures that help to prevent medication errors in health care agencies.
14. Utilize appropriate medical terminology for the content being studied.
15. Identify nursing interventions for safe and accurate medication administration.
16. Demonstrate ability to choose appropriate needle/syringe combinations and appropriate technique for drawing up/administering medications.

Dosage & Calculation SLOs for Curren book Ch 4-12

1. List common units of measure in the metric system.
2. Express metric weights and volumes using correct notation rules.
3. Convert metric weights and volumes within the system and between metric and household measures.
4. Describe dosages measured in units, percentages, ratio strengths, milliequivalents, and household measures.
5. Identify scored/unscored tablets and capsules.
6. Read drug labels to identify trade and generic names.
7. Locate dosage strengths and calculate basic dosages.
8. Measure oral solutions using a medicine cup.

9. Read a MAR to identify medications to be administered.
10. List and discuss the six rights of medication administration.
11. Explain “partnering with the patient’ in medication administration.
12. List common causes of dosage errors.
13. List the five steps to take when a medication error occurs.
14. Recognize official “do not use” abbreviations according to the Joint Commission.
15. Measure parenteral solutions using a 3 mL, 5 mL, 10 mL, 20 mL, and tuberculin syringe.
16. Read parenteral solution labels and identify dosage strengths.
17. Calculate basic parenteral dosages from the labels provided.
18. Measure parenteral dosages in metric, milliequivalent, unit, percentage, and ratio strengths using 3 mL, TB, 5, 10, and 20 mL syringes.
19. Describe preparation of solutions from powdered drugs using directions printed on vial labels, drug literature, or inserts.
20. Determine the expiration date and time for reconstituted drugs.
21. Calculate dosages for reconstituted drugs.
22. Identify insulins in current use.
23. Discuss the difference between rapid-, short-, intermediate-, and long-acting insulins.
24. Read insulin labels to identify type.
25. Read calibrations on 100 units/mL insulin syringes.
26. Measure single insulin dosages.
27. Measure combined insulin dosages.
28. Use dimensional analysis to calculate dosages.
29. Utilize appropriate medical terminology for the content being studied.

Day 4

Dosage & Calculation SLOs for Curren book Ch 4-12

1. List common units of measure in the metric system.
2. Express metric weights and volumes using correct notation rules.
3. Convert metric weights and volumes within the system and between metric and household measures.
4. Describe dosages measured in units, percentages, ratio strengths, milliequivalents, and household measures.
5. Identify scored/unscored tablets and capsules.
6. Read drug labels to identify trade and generic names.
7. Locate dosage strengths and calculate basic dosages.
8. Measure oral solutions using a medicine cup.
9. Read a MAR to identify medications to be administered.
10. List and discuss the six rights of medication administration.
11. Explain “partnering with the patient’ in medication administration.
12. List common causes of dosage errors.
13. List the five steps to take when a medication error occurs.
14. Recognize official “do not use” abbreviations according to the Joint Commission.
15. Measure parenteral solutions using a 3 mL, 5 mL, 10 mL, 20 mL, and tuberculin syringe.
16. Read parenteral solution labels and identify dosage strengths.
17. Calculate basic parenteral dosages from the labels provided.
18. Measure parenteral dosages in metric, milliequivalent, unit, percentage, and ratio strengths using 3 mL, TB, 5, 10, and 20 mL syringes.

19. Describe preparation of solutions from powdered drugs using directions printed on vial labels, drug literature, or inserts.
20. Determine the expiration date and time for reconstituted drugs.
21. Calculate dosages for reconstituted drugs.
22. Identify insulins in current use.
23. Discuss the difference between rapid-, short-, intermediate-, and long-acting insulins.
24. Read insulin labels to identify type.
25. Read calibrations on 100 units/mL insulin syringes.
26. Measure single insulin dosages.
27. Measure combined insulin dosages.
28. Use dimensional analysis to calculate dosages.
29. Utilize appropriate medical terminology for the content being studied.

Pharmacology specific SLOs

1. Define pharmacology.
2. Differentiate generic name from trade name.
3. Explain the differences between non-prescription drugs, prescription drugs, and controlled substances.
4. Identify the difference between a side effect and an adverse reaction.
5. What are the four parts of pharmacokinetics and what patient conditions might affect these.
6. Define therapeutic benefit.
7. Discuss the potential effects that drugs may have on pregnancy and lactation.
8. Define drug idiosyncrasy, drug tolerance, allergic reaction, including signs and symptoms.
9. Describe drug-drug, drug-food, drug-herbal interactions.
10. Describe peak, onset, and duration related to medication administration.
11. Utilize appropriate medical terminology for the content being studied.

Day 5

1. Explain the purposes of documentation.
2. Discuss a variety of charting formats and their purposes.
3. Describe guidelines for documentation.
4. Practice documentation based on a case study.
5. List non-approved abbreviations according to the Joint Commission.
6. Identify key elements to include in giving an oral patient report.
7. Explain the process for verifying or questioning a medical order.
8. Critique samples of charting.
9. Demonstrate ability to enter patient data into an electronic health record (EHR).
10. Discuss pros and cons of EHR.
11. Utilize appropriate medical terminology for the content being studied.

Day 6

1. Review Priority setting frameworks in ATI Nurse Logic
2. Explain the difference between legal and ethical.
3. Identify the laws and regulations that guide nursing practice.
4. Explain the purpose of a living will, a durable power of attorney, a medical power of attorney, advanced directive, and a DNR.
5. Explain the purpose of the nurse practice act and the state board of nursing.
6. Describe mandatory reporting laws.

7. Describe Good Samaritan laws.
8. Recall information from Texas BON as presented by the program chair.
9. Explain the American Nurses Association Code of Ethics for Nurses.
10. Explain how the nurse's role is impacted by American Nurses Association Standards of Professional Performance: Ethics.
11. Explain the nurse's patient advocacy role as defined by the American Hospital Association: The Patient Care Partnership.
12. Utilize appropriate medical terminology for the content being studied.

Day 7

1. Complete the American Nurses Association Safe Patient Handling module.
2. Complete the ATI Oxygen Therapy tutorial under skills tab.
3. Apply previous knowledge of anatomy and physiology to mobility and transfers.
4. Compare the effects of exercise and immobility on the body.
5. Select correct medical terminology when discussing and documenting.
6. Describe guidelines for body alignment and good body mechanics to enhance safety for the patient and the nurse.
7. Differentiate active and passive range of motion (ROM).
8. Demonstrate active and passive ROM.
9. Explain the benefits of exercise on various body systems.
10. List factors affecting mobility and activity.
11. Describe how immobility adversely affects a patient.
12. Identify positions, positioning devices, and nursing interventions that can decrease the adverse effects of immobility.
13. Demonstrate understanding of procedures and equipment used for moving patients in bed safely.
14. Demonstrate understanding of procedures and equipment used for transferring a patient out of bed safely.
15. Demonstrate understanding of procedures and equipment used for assisting with safe ambulation of a patient.
16. Describe correct technique for use of mechanical aids for walking.
17. Demonstrate application of various types of restraints.
18. Describe alternatives to the use of restraints.
19. Describe situations when restraints would be indicated.
20. Explain the legal and safety nursing implications or restraint use.
21. Apply previous knowledge of anatomy and physiology to the concept of oxygenation.
22. Describe the various methods of providing oxygen therapy.
23. Explain the procedure for obtaining a sputum specimen.
24. Explain the use of incentive spirometry.
25. Utilize appropriate medical terminology for the content being studied.

Day 8

1. Complete the ATI tutorial modules under skills tab called Nutrition, Feeding, & Eating.
2. Identify the types, functions, metabolism, and major food sources of 1) the energy nutrients, 2) vitamins, 3) minerals, and 4) water.
3. Describe tools and techniques for gathering subjective data about nutritional status.
4. Explain the significance of body mass index.

5. Describe physical assessment findings that indicate nutritional imbalance.
6. Identify laboratory values that are indicators of nutritional status.
7. Describe nursing interventions for patients with special needs: impaired swallowing, NPO, older adults, and nausea.
8. Demonstrate ability to apply food label information.
9. Explain how each of the following affects and is affected by nutritional status: vegetarianism, dieting for weight loss, culture/religion, disease processes, and functional limitations.
10. Analyze diets modified by consistency for nutrients that may be difficult to obtain.
11. Identify diets modified for disease.
12. Utilize appropriate medical terminology for the content being studied.

Day 9

1. Complete the ATI tutorial under skills tab called wound healing.
2. Explain the factors that affect skin integrity.
3. Identify wounds based on accepted classification schemes.
4. Describe the three phases of wound healing.
5. Distinguish primary intention healing, secondary intention healing, and tertiary intention healing.
6. Describe various types of wound drainage.
7. Describe the major complications of wound healing.
8. Describe nursing interventions for major complications of wound healing.
9. Explain the factors involved in the development of pressure ulcers.
10. Describe procedure for collecting wound specimens.
11. Define the risk for pressure ulcers according to the Braden scale.
12. Describe nursing care that limits the risk of pressure ulcer development.
13. Differentiate the kinds of chronic wounds.
14. Accurately document assessment of a wound.
15. Demonstrate appropriate technique for irrigating a wound.
16. Describe care of a wound with a drain.
17. Differentiate the five forms of wound debridement.
18. Differentiate the different kinds of tissue found in wounds.
19. Determine when and how to use absorbent, alginate, collagen, gauze dressings, transparent films, hydrocolloids, hydrogels, foam, and antimicrobial dressings.
20. Demonstrate techniques for applying a variety of dressings.
21. Describe guidelines to follow when applying heat or cold therapy.
22. Demonstrate bandage and binder application.
23. Explain care of staples and sutures.
24. Demonstrate technique for suture and staple removal.
25. Utilize appropriate medical terminology for the content being studied.

Day 10

1. Explain ways in which nurses use critical thinking.
2. Identify the phases of the nursing process.
3. Describe what the nurse is doing in each phase of the nursing process.
4. Identify the American Nurses Association (ANA) professional standards for assessment.
5. State the ANA's position on delegating assessment.
6. Explain how assessment is related to each of the other steps of the nursing process.

7. Differentiate subjective and objective data.
8. Differentiate between nursing diagnoses, medical diagnoses, and collaborative problems.
9. Explain how nursing diagnosis is related to the other steps of the nursing process.
10. Explain the difference between actual and at risk problem.
11. Clarify the relationship between nursing diagnoses and goals/interventions.
12. Differentiate between short-term and long-term goals.
13. Explain how a goal is derived from a nursing diagnosis.
14. Write appropriate goals for actual and at risk nursing diagnoses.
15. Write realistic, specific, concrete, and measurable goals that are stated in terms of patient responses/behaviors.
16. Define the term nursing intervention.
17. Compare and contrast independent, dependent, and interdependent (collaborative) nursing interventions.
18. Explain how theories and research (EBP) influence the choice of nursing interventions.
19. Explain how nursing interventions are determined by problem status (actual or potential problem).
20. Explain the role of the patient goal in establishing appropriate interventions.
21. Define implementation.
22. Identify the American Nurses Association (ANA) professional standards for implementation.
23. Describe the three broad phases of the implementation process (doing, delegating, and recording).
24. Describe what nurses do in the implementation phase.
25. Define the terms delegation and supervision.
26. Identify and describe the "five rights" of delegation.
27. Identify the American Nurses Association (ANA) professional standards for evaluation.
28. Describe a process for evaluating patient health status (outcomes/goals) after interventions.
29. Describe the process for evaluating and revising the plan of care.
30. Apply nursing process concept to an actual plan of care.
31. Utilize appropriate medical terminology for the content being studied.

Day 11

1. Differentiate culture, ethnicity, race, and religion.
2. Describe how culture and religion impacts health and healthcare.
3. Compare and contrast traditional and alternative healing.
4. Define culturally competent care.
5. Identify barriers to culturally competent care.
6. Describe nursing strategies for providing culturally competent care.
7. Describe the role of Healthy People 2020 in promoting healthcare among various population groups.
8. Compare and contrast religion and spirituality.
9. Discuss the role of the nurse in planning care for spiritual needs.
10. Describe various types of losses that can be experienced.
11. Define grief.
12. Discuss the stages of grief
13. Discuss factors that affect grief.
14. Describe common grief reactions.
15. Describe the dying process, indicating the physiological signs and symptoms common to each stage.

16. Define palliative care.
17. Discuss legal and ethical considerations at end of life.
18. Define the nurse's role in providing postmortem care.
20. Utilize appropriate medical terminology for the content being studied.

Day 12

1. List organizations that create quality-control guidelines for healthcare agencies and professionals.
2. Describe how infection occurs as it relates to the six links in the chain of infection.
3. Define primary, secondary, and tertiary defenses.
4. Describe how drug-resistant organisms are impacting health and health-care environments.
5. Describe factors that increase the risk for an individual to develop an infection.
6. Differentiate standard precautions from the various transmission based precautions.
7. Differentiate medical and surgical asepsis.
8. Differentiate diagnostic testing as it relates to infection identification.
9. Don personal protective equipment (PPE) appropriate to staged patient scenarios.
10. Remove PPE correctly.
11. Apply principles of pharmacology/drugs to infection control.
12. Describe interventions that protect the patient, health-care environment, and other health-care workers from infection.
13. Utilize appropriate medical terminology for the content being studied.

Day 13

1. Define pain.
2. Describe the origin and cause of pain.
3. Differentiate between acute and chronic pain.
4. Describe what factors influence pain.
5. Discuss common pain responses.
6. Describe pain assessment.
7. Describe both non-pharmacologic and pharmacologic pain relief measures.
8. Differentiate between tolerance, physical dependence, and psychological dependence.
9. Explain the prevention and treatment of opioid side effects.
10. Describe the importance of sleep.
11. List signs of sleep disturbance.
12. Describe factors that interfere with patient's sleep.
13. Describe specific measures to facilitate a patient's sleep.
14. Define stress.
15. Perform stress self-assessment using Holmes-Rahe social Readjustment Scale.
16. Differentiate between adaptive and maladaptive coping strategies.
17. Describe Selye's general and local adaptation syndromes.
18. Describe psychological responses to stressors.
19. Describe the effects of prolonged stress and unsuccessful adaptation on various body systems.
20. Describe interventions for preventing and managing stress.
21. Utilize appropriate medical terminology for the content being studied.
22. Apply principles of pharmacology/drugs to pain control.

Day 14

1. Define teaching and learning.

2. Describe the three domains of learning according to Bloom
3. Discuss factors that affect patient learning.
4. Identify barriers to teaching and learning.
5. Compare and contrast various teaching/learning strategies.
6. Describe techniques to evaluate learning.
7. Discuss documentation of teaching/learning.
8. Utilize appropriate medical terminology for the content being studied.

TBA:

Practicum

Final Exam

Course Outline

Unit I

Vital Sign theory

History of Nursing

Medical Terminology Introduction

Evidence-Based Practice

Concepts of Sterility

Urinary Elimination

Bowel Elimination

Intake and Output

Unit II

Medication Administration theory

Using a Drug Book

Dirty Dozen (common medications)

Dosage Calculation

Documentation and Reporting; Electronic Health Record

Unit III

Legal/Ethical Issues

Professional Boundaries

Mobility, Transfers, Restraints

Oxygenation

Unit IV

Nutrition

Wound Care

Nursing Process

Prioritization

Unit V

Culture and Spirituality

End of Life Care

Burial Practices

Infection Control

Unit VI

Teaching/Learning Principles

Pain

Sleep

Stress Response

Student Contributions, Responsibilities and Class Policies:

1. Class time will be limited in providing practice time. These skills require practice to become proficient. The skills lab will be open at times TBA for the purpose of practicing these skills. This is not an observation class. Proficiency requires hours of hands on practice.
2. Proficiency will be tested by traditional exams and a practicum exam.
3. When in the skills lab, the student will maintain professionalism at all times.
4. All electronic communication equipment must be on silent and kept out of sight except as directed for group activities by instructor. No texting is allowed during class. Unless a potential emergency exists, students must not leave the classroom to respond to a page, a text or to make or receive cell phone calls. The student must inform the instructor of this potential emergency prior to class starting. Repeated violations of this policy are considered unprofessional conduct. (See Professional Behavior policy in A.D.N. Handbook) and will be dealt with by the program chair or designee.
5. All assignments must be completed in order to receive a grade in this course. They are not optional.
6. Selected ATI products may be required in this course such as, but not limited to, pharmacology module(s), dosage calculations module(s), skills modules, assessment of critical thinking, and the NurseLogic tutorial.
7. Late work will be docked 10 points for every day that it's late beginning on the next class date following the due date. If it is so late that you do not receive points you must still turn it in in order to receive a grade in the course.

Attendance Policy:

In order to master the skills in this course strict attendance and punctuality is required. An absence results in the student missing vital preparation for learning necessary foundational nursing skills. There are limited opportunities for making up check offs and these are scheduled at the discretion of the instructors. In the event that a student **MUST** miss a scheduled check off or an exam, the student **MUST** contact the instructor prior to the assigned check off time/exam in order to be eligible to reschedule the check off/exam. Not notifying the instructor of an absence prior to the missed check off/exam will result in a grade of zero for that skill check off/exam. Make up exams will be taken during the last three weeks of the semester and an alternate testing format may be used.

Withdrawal Policy:

Students who have enrolled in a Texas public institution of higher education as a first-time freshman in fall 2007 or later are permitted to drop no more than six courses during the entire undergraduate career. This limit includes all transfer work taken at a Texas institution of higher education and to second baccalaureate degrees. This statute was enacted by the State of Texas in spring 2007 (Texas Education Code 51.907). Any course that a student drops after Census Day is counted toward the six-course limit if “(1) the student was able to drop the course without receiving a grade or incurring an academic penalty; (2) the student’s transcript indicates or will indicate that the student was enrolled in the course; and (3) the student is not dropping the course in order to withdraw from the institution.”

Last Updated 12/31/2016

<http://catalog.midland.edu/content.php?catoid=6&navoid=673>

Scholastic Dishonesty:

Midland College does not tolerate scholastic dishonesty or academic misconduct in any form. Please read the MC Student Handbook on this subject.

<http://catalog.midland.edu/content.php?catoid=6&navoid=673>

Evaluation of Students:

Grades will be calculated as follows:

Daily Grades (quizzes, group activities, projects, ATI)	10%
Unit Exams – 5	60%
Final Exam*	30%
TOTAL	100%

A semester grade of less than “C” will not be acceptable as passing in any required Nursing course leading to the degree. An incomplete contract (grade of “I”) and Withdrawals (grade of “W”) will follow the College catalog. This contract is negotiated at the discretion of the instructor.

* To qualify to take the final exam in RNSG 1413, the student must have a passing average of greater than or equal to 70 on the major exams: (Unit Exams: Exam 1, 2,3, 4, & 5). If the average of the major exams is less than 70 at the time the final exam is given, the student will not be allowed to take the final exam and will receive a grade of “D” in the course. The Readmission policy applies to students seeking to repeat the course.

Letter grades for the course are determined as follows:

“A”	90 – 100
“B”	80 – 89.9
“C”	70 – 79.9
“D”	60 – 69.9
“F”	59.9 or below

Final grades are NOT rounded up.

Course Schedule:

A detailed course schedule will be provided to students at the start of the class. This class meets six hours per week each fall and spring semester.

Americans with Disabilities Act (ADA):

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact Shep Grinnan as soon as possible. Mr. Grinnan’s office is located in the Scharbauer Student Center Building. These conditions may include documented physical

or educational disabilities. Please be aware that services or accommodations are not automatic. Each student must request them and secure the proper authorizations/documentation.

Health Sciences Division Information:

Division Dean: Carmen Edwards, DNP, MNS, RN, 210 Davidson Family Health Sciences Building (DFHS), (432) 686-4822, cedwards@midland.edu
Program Chair: Carmen Edwards, DNP, MNS, RN, 210 Davidson Family Health Sciences Building (DFHS), (432) 686-4822, cedwards@midland.edu
Division Secretary: Kay Floyd, CAP-OM, 206 Davidson Family Health Sciences Building (DFHS), (432) 685-4600, kfloyd@midland.edu