Carroll University Nursing Program
NRS233: Foundations of Nursing Practice
Fall 2017

Course Number, Title, Section, Time and Location:
N233: Foundations of Nursing Practice, Section A
Mondays, Wednesdays and Fridays: Rankin 111, 9:20am - 10:30am

Number of Credits: 4 credits

Placement/prerequisites/co-requisites: Sophomore Standing;
Prerequisite NRS230; Concurrent with NRS234

Faculty:

Office #: Betty Lou Tikalsky House 202 [BLT 202]
Telephone contact #: Office-650-4934; Cellular 262-366-4574 (call or text if urgent)
Faculty email address: ksampson@carrollu.edu
Office hours: Most Monday and Wednesday 1100-1300. Other days and times available by appointment

Course Description: This course is an introduction to the scientific basis and theoretical foundations of professional nursing practice. Nursing theory is incorporated with nursing process to enable the student to identify basic health responses and intervene appropriately at the foundational level of care. The student learns to use a systematic framework to implement the nursing process and begins to recognize and apply nursing research to practice. A continued development of an attitude of inquiry is expected.

Course Objectives: At the end of this course the student will have demonstrated the ability to:

1. Apply concepts from the arts and sciences when examining the impact of all elements of the environment on an individual’s functioning (Essential I.1,2)
2. Demonstrate self-direction in time and task management to prepare for class and to complete course assignments. (Essential I.9)
3. Understand and apply communication strategies that predict the establishment of effective professional and therapeutic relationships. (Essentials I.4; VI.2; IX.4)
4. Demonstrate the ability to accurately organize, document, and report patient assessment data, areas of concern, care given, and patient response using the SOAP/SBAR or other appropriate charting/reporting formats. (Essentials IV.1, 3; IX.3, 4)
5. Integrate nursing theory, client history, clinical findings, pathophysiological concepts, and clinical decision-making in planning and evaluation of patient care in the long term- care environment. (Essentials II.8; VII.1,2,3,7; IX.3, 8, 9)
6. Effectively engage in the nursing process developing patient care plans consistent with the Carroll University Criteria for Care Planning. (Essentials II.8; III.1, 2, 4; IV.6; VII.7; IX.1, 3, 4, 5, 8, 21)
7. Apply suitable strategies for health teaching when given a simulated data base or an actual nursing problem focus (Essentials VII.5,6; IX.7)
8. Engage in evidence based clinical decision-making that reflects the integration of professional and patient perspectives, nursing theory, practice and research. (Essential III.1,6, IX.11)
9. Recognize the influence of development and culture on health (Essential I.5; VII.3)
10. Reflect on one’s own beliefs and values as they relate to professional practice. (Essential VIII.6,7)
11. Promote patient advocacy through acquisition of resources and the application of Deontology, Utilitarianism, and an ethic of care when seeking the resolution of ethical dilemmas in nursing practice. (Essentials I.6; VIII.11)
12. Understand the dynamic nature of small group behavior and applies leadership concepts and skills including communication, team-building, negotiation and conflict management in the development and delivery of a community teaching project. (Essentials II.1; VI.3,5)
13. Demonstrate accountability for high quality care through effective collaborative-assessment and accurate and self-assessment of small group processes (Essentials II.1; VI.3,5).
14. Demonstrate professional socialization using expressions of self that reflect the ethical principles, values, roles and responsibilities of professional nursing. (Essentials IV.8; VI.1; VIII.1, 2; IX.5, 6, 14)
15. Recognize that an open questing mind is the premiere attribute of the true professional and embraces the pursuit of practice excellence, life-long learning, and professional engagement as a means to support personal, professional growth and development. (Essential I.9; VIII.13)

**QSEN: The Quality and Safety Education for Nursing**

The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

1. **Safety**
   The student will:
   * Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

2. **Patient-Centered Care:**
   The student will:
   * Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

3. **Evidence based practice**
   The student will:
   * Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

4. **Quality Improvement (QI)**
   Students will:
   * Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

5. **Information technology**
   Students will:
   * Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

6. **Teamwork and Collaboration**
   Students will:
   * Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

**Required/recommended Textbooks and necessary materials:** All previous courses’ required nursing texts, and:


**Optional Text:**


**The following Nursing Concepts are the focus of NRS233:**

- Valuing and advocacy in professional nursing
- Ethical responsibilities and legal aspects of professional practice
- Communication, patient teaching & professional behavior in health care
- Nursing process: assessment, diagnosis, planning, intervention and evaluation
- Safety & mobility in patient care
- Activity and exercise
- Asepsis/isolation/infection control
- Personal hygiene and basic cares
- Nutrition & elimination
- Skin integrity and basic wound care
- Oxygenation and Circulation
- Sensory Perception, Pain, Self-Concept, Sexuality, Spirituality, Stress and Coping
- Safe Medication Administration
- Medication Calculations related to medication administration via multiple routes
- Psychomotor skills in nursing care
• Professional reporting & documentation
• Grief, death and dying issues of patients & families.
• Basic fluid, electrolyte, acid-base balance
• Influence of cognitive and psychosocial development on health.

Methods of Evaluation

All students are required to achieve a mean score of 78% on all exams and quizzes in order to pass the course. If the student is not successful in meeting the required quiz/exam mean score, there will be no consideration of any successfully completed coursework in determining final course grade and the student may earn a maximum final course grade of "C". Unsuccessful completion of course work will always be considered when determining final course grade. There will be no rounding up of quiz or exam grades. No extra credit assignment points may be used to earn back points for quizzes or exam scores. At no time will extra credit points be used in determining student achievement of required quiz/exam mean score.

Determination of final course grade: If the student meets the required 78% quiz/exam mean score, and assuming the student meets all other course requirements, the final course grade will be determined according to the percent of total points accrued for exams, quizzes, and course assignments according to the grading scale below:

Grades will be determined using the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>AB</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>BC</td>
<td>78-82%</td>
</tr>
<tr>
<td>C</td>
<td>72-77%</td>
</tr>
<tr>
<td>D</td>
<td>68-72%</td>
</tr>
<tr>
<td>F</td>
<td>67% and below</td>
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</table>

Note: Students must achieve a grade of BC in NRS 233 to progress in the nursing program.

Assignments:

It is the student’s responsibility to follow all directions, both verbal and written, in order to successfully complete assignments. Related course documents are posted on LMS.

Expectations regarding completion of weekly group study activities including all NCLEX question reviews [Texts: Potter & Perry, and Nugent], and Evolve case studies are outlined on the course calendar.

- **Weekly Log: Documentation of Study Group Activities (Appendix A)** (Course Objectives 1-7,9,13)
  - Evolve Case Studies On-line Group Work
  - Content-specific NCLEX question review from:
  - ATI
- Institute for Healthcare Improvement (IHI) Open School Patient Safety Modules (Appendix B) (Course Objectives 15, 16)
- HIPPA- see ATI leaning module (Appendix B)(Course Objectives 15)
- Bloodborne Pathogen on-line education modules (Appendix B)(Course Objectives 15)
- Handwashing and Standard Precautions module (Appendix B) (Course Objectives 15)
- ATI Practice Tests and Modules (Appendix C) (Course Objectives 2, 3,5,8-10, 14, 15)
- The Teaching Presentation (Appendix D) (Course objectives:1-3, 7-9, 12- 15)
- Medication Math Mania Policy and Procedures (Appendix E)
- Care Plan Discussion Forum (Appendix F) (Course Objectives 1, 2, 4-6, 8, 15)
- Elsevier Adaptive Quizzing (EAQ) (Appendix G)
- Course Calendar (Appendix H)
**Approximate Point Distribution:** [Exam values may change]

Exams and Quizzes: Approximately 70% of total course

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points Available</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Exam #2</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Exam #3</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Exam #4</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>ATI-comprehensive Fundamentals Exam</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Final Exam Comprehensive</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>Elsevier Adaptive Quizzes (EAQ) (22 quizzes x 3 points each possible)</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Online and classroom quizzes [1 quiz]</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Math Mania Quizzes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mid-Term (1% quiz/exams)</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>- Final (1% quiz/exams)</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>470</td>
<td></td>
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</tbody>
</table>

All students must achieve a mean score of 78% on all exams and quizzes in order to pass the course.

Written Assignments, online modules, etc. Approximately 30% of total course

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points Available</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Teaching Project in conjunction with NRS234</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>HESI Evolve Apply case studies (11 Evolve X 2 points)</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Study Group Documents (10 weeks X 2 points)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>IHI Open School Modules (4 modules X 15 points)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Bloodborne Pathogen module</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>ATI HIPPA module</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Handwashing Module</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Care Plan Discussion Forum (3 forums x 6 points)</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>ATI Practice Test A- 1st and retake with remediation completed on time</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>ATI Practice Test B- 1st and retake with remediation completed on time</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>ATI Nurses Touch: Communication</td>
<td>10 extra credit</td>
<td></td>
</tr>
<tr>
<td>ATI Nurses Touch: Wellness</td>
<td>10 extra credit</td>
<td></td>
</tr>
<tr>
<td>ATI Anatomy and Physiology 2009 Online Practice</td>
<td>10 extra credit</td>
<td></td>
</tr>
<tr>
<td>All Nursing Dept clinical documents submitted by Oct 1st [CPR, vaccines, etc]</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Journal Article: Medication Errors 5 pt extra credit</td>
<td>5 extra credit</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>205+35 extra</td>
<td></td>
</tr>
<tr>
<td>Evaluation Methods Combined</td>
<td>Points</td>
<td>Points Achieved</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>Exams and Quizzes Points (approx..70%)</td>
<td>470</td>
<td></td>
</tr>
<tr>
<td>Written Assignments, Online modules etc. (approx.. 30%)</td>
<td>205+35</td>
<td></td>
</tr>
<tr>
<td>Total Points Combined (100%)</td>
<td>675 + [35]</td>
<td></td>
</tr>
</tbody>
</table>

**Faculty Policies:**

*Attendance:* Attendance is required for all lectures. Attendance will be taken during class. You may not sign in for another student; that constitutes a breach in Academic Integrity and may result in unsuccessful completion of the course. Lectures meet three times per week for 70 minutes. Required preparation for each lecture is outlined in the course calendar. It is expected that the student will contact faculty ahead of scheduled class time regarding any absence, late arrival or early departure. Faculty will determine and administer consequence(s) for any absence(s) on a case by case basis.

Students who miss more than 2 lectures will be considered habitually absent. Habitual absence will result in lowering of the total assignment grade by ½ letter grade. For example, if your total assignments are a letter grade B, your assignment grade will be lowered to B/C; lowering assignment grades could result in an overall, unsuccessful grade in the course. Any student who leaves lecture before the end of scheduled class time will be considered absent for that class period. Any absence must be communicated prior to start of class and all are marked as an unexcused absence.

*Cell Phones:* Cell phones are not permitted during any class time; in the classroom, at clinical or in laboratory. A student using a cell phone during class, lab or clinical will be dismissed on the first offense. Students will receive one warning for cell phone use in class, lab or clinical resulting in dismissal for the day; a second usage may result in a final course grade of "F." (Faculty may determine and administer consequence(s) for any cell phone use on a case by case basis).

*Personal computers, iPad, etc.:* Personal technology devices are allowed in the classroom only; not in the lab or clinical setting. The devices are limited to note taking purposes and professional referencing only. Any diversion to social media sites will result in loss of entire classes’ privilege in use of technology devices in the classroom.

*Missed quizzes and exams:* Tardiness on the day of a scheduled quiz or exam will result in a lost opportunity for the student to take that quiz or exam, and a grade of ZERO will be administered. Unexcused absence on the day of a quiz or exam will yield the same outcome: make-up quizzes will not be given for any reason; student receives a zero on missed quizzes. Excused Absence is the event of serious student illness or death of an immediate family member, which may result in the opportunity for a make-up exam at faculty discretion. Students must provide evidence of excused absence criteria. Any absence must be communicated prior to start of class. Make-up exams for excused absence may be given in essay format.

*Late assignments:* Submission of all required student work by due date is an expectation of this course. Extensions will be granted only in extenuating circumstances and must be negotiated with instructor prior to due date. Inability to communicate clearly, and in a timely fashion regarding anticipated difficulty meeting deadlines is evidence that the student lacks the attitude and skill necessary to think critically and to assume professional accountability as required by course objectives. Failure to follow directions on any given assignment will result in a deduction of points; a minimum of a 10% deduction. Students will have one attempt to successfully complete written assignments. No assignments may be corrected or redone for points. Late completion of online and ATI modules will result in 0 points; however, are required to still be completed. Student will be unsuccessful in NRS233 and/or NRS 234 if assignments are not completed.

*Extra Credit* Credit for any completed extra credit opportunities will only be given if all scheduled homework, assignments, and quizzes are completed by due dates in course.

*Unsuccessful Student Progress and Completion of Student Learning Contracts:* Students who are unsuccessful at mid-term (or any other point in semester per faculty determination) will be required to collaborate with faculty to develop a student learning contract as a means to plan learning strategies that can promote and support student success. Learning activities, objectives, explicit measures, and due dates will be identified and documented on the student learning contract. Students must successfully complete their learning contract in order to successfully complete the course. Documentation of requirements on the learning contract is the student's responsibility to maintain and present upon faculty request.
Professional Accountability & Integrity: 
Effective communication is an expectation of this course. Student communication, both verbal and non-verbal must evidence respect for individuals at all times. *Faculty reserves the right to dismiss any student from lecture, when in the opinion of faculty a student demonstrates behaviors that evidence disrespect for others.* Disrespectful behavior includes but is not limited to those behaviors which interfere with the learning or demonstration of learning by student colleagues (i.e., excessive talking during lectures, tardiness to exams). All students are expected demonstrate behaviors consistent with the Carroll University Nursing Program Standards of Professional Conduct of the Student. *Students are expected to complete all quizzes, math homework, and assignments independently unless described as a team study topic.*

Certain nursing courses within the Carroll University Nursing Program require additional classroom time outside of the scheduled hours. It is the responsibility of the student to work with the Nursing Faculty if there is a scheduling conflict with other courses. Do not assume you can skip another course for a nursing course.

Email etiquette: 
As the Carroll University environment is considered a professional setting, any email correspondence between you and the professor must be written in a professional manner. More specifically, your emails should be: composed clearly and articulately; use formal, professional language; include relevant subject heading and what class you are in (e.g., Question about Project for NRS 320); and use proper spelling, grammar, and punctuation Emails that do not meet these standards may not receive a response.

In general, email will be answered during standard business hours: 9am-5pm Monday through Friday. Do not assume that emails sent outside of those hours, or on weekends, will be returned until the resumption of standard business hours.

**Professional Conduct of the Student:**
The student:
1. Attendance – Attends all required classroom, clinical, nursing program, and university activities.
2. Attentiveness – Demonstrates alertness, attentiveness, and active participation in all required classroom, clinical, nursing program and university activities.
3. Authority – Demonstrates respect for all those placed in authority.
4. Communication – Demonstrates effective communication in all written, verbal, and nonverbal communication with patients, families, professional colleagues, faculty, administrators, and peers.
5. Cooperation – Demonstrates the ability to effectively collaborate with others, giving and accepting freely the exchange of information and constructive criticism.
6. Demeanor – Demonstrates a positive, open attitude towards peers, teachers, and others during the course of study; maintains a professional and respectful manner in interpersonal relations; functions in a supportive, constructive, and responsive manner, in all situations.
7. Ethics – Conducts self in compliance with the ANA Code of Ethics.
8. Inquisitiveness – Demonstrates the spirit of inquiry.
9. Judgment – Engages in decision-making that reflects the integration of personal, professional and academic conduct.
10. Maturity – Functions as a responsible, ethical, law-abiding adult.
11. Personal Appearance – Demonstrates personal hygiene and dress that reflects the standards expected of a professional nurse.
12. Professional Role – Conducts self as a professional role model in compliance with ANA Standards of Practice and the Wisconsin State Board of Nursing Rules and Regulations.
13. Responsibility – Demonstrates accountability for knowing, following, and meeting expectations in classroom, laboratory, and clinical settings; nursing school performance is the primary commitment.
15. Timeliness – Demonstrates accountability in meeting professional and academic deadlines; arrives and is prepared to participate at the start of scheduled course, laboratory, and clinical times.

Campus Information:
**Writing Assistants at Carroll University**
The Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist you with any writing problems from brainstorming to citation.

To make an appointment, go to [http://www.carrollu.edu/learningcommons/writingcenter.asp](http://www.carrollu.edu/learningcommons/writingcenter.asp). Or you can log into my.carrollu.edu, select the student tab, click on the Library Learning Commons link and follow the instructions on the Make An Appointment-Library Learning Common section.
**Statement on Academic Integrity:**

The Carroll University Academic Integrity Policy is located in your student handbook. I encourage you to familiarize yourself with it. If a student violates this policy, in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. Students will complete quizzes, Math Mania homework, and other individual assignments independently; if completed otherwise, this will constitute a breach in Academic Integrity and may result in unsuccessful completion of the course. If you have questions about appropriate citations, please ask.

**Accommodation for Disabilities:**

Students with documented disabilities who may need accommodations, or any student considering obtaining documentation, should make an appointment with Ms. Martha Bledsoe, the Carroll University disabilities coordinator, no later than the first week of class. Mrs. Bledsoe may be reached by calling 262-524-7335 or contacting her via e-mail – mbledsoe@carrollu.edu.

**Modifications to the syllabus:**

The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

**Course Schedule:**  See attached Appendix H
Weekly log of Study Group Activity (Appendix A)

(Group leader to upload to drop box for entire study group)

Total hours of Group Study This Week: _____hrs_____min.
Week on syllabus calendar this log pertains to: Week#_____
Date(s) group met this week: ______________
Time in and time out:

**Note: EVOLVE Case Studies require 78% to get credit; group to redo until 78% achieved

Group Members Present (Printed Names):

Group Members Absent:

Focus of Study: [exam prep, case studies, certain assignment]

Group Activities: [What text chapters were reviewed, what text were used to review NCLEX questions, which Evolve case studies were completed, ect]
Online module assignments: (Appendix B)

IHI Open School On-line Patient Safety Modules – see details on LMS for submission

101-Introduction to Patient Safety
102-From Error to Harm
103-Human Factors and Safety
104-Teamwork and Communication in a Culture of Safety

ATI HIPPA Learning Module: Complete at ATITesting.com– see details on LMS for submission

Bloodborne Pathogens On-line Learning Module– see details on LMS for submission

Hand Hygiene and Standard Precautions Module – see details on LMS for submission

ATI Practice Tests and Tutorial videos and skill post-tests: (Appendix C)

Tutorials: posttests require 90%

ATI 2016 Practice Test A  AND Practice Test B- 1st and retake with remediation - required
  1. 2016 Practice Test A- ID: TBA
  2. 2016 Practice Test B- ID: TBA

1. Take the Practice Test under practice test tab. If you receive a 78% on the test you are done. Upload evidence to LMS.
2. If you are less than 78%, then you need to complete the ATI remediation plan [see ATI for instruction] and submit a screen shot or other evidence the remediation is complete. "My ATI" has a learning plan for you.
   - Choose your 3 lowest scores and revisit [remediate] those topics. ATI "My Results” will lead you through the remediation plan. The remediation will assist in success for final ATI proctored test.
3. Finally, after remediation is completed, retake the Practice test until 78% is achieved. Submit evidence of the new successful score and remediation.

ATI Practice assessment – extra credit

Nurses Touch: Professional Communication
After finishing the tutorial module and case study with Q&A, complete the practice assessment. Submit your practice assessment score of at least 78%. Retake the test until 78% is achieved.
Assessment ID: 10342957

ATI Practice assessment- extra credit

Nurses Touch: Wellness and Self-Care
After watching the tutorial, complete the practice assessment. Submit your score of at least 78%. Retake the test until 78% is achieved.
Assessment ID: 10342959

ATI Practice assessment- extra credit

Anatomy and Physiology 2009 ID: 10342754

Proctored ATI test- in class

70 questions in 70 minutes= final ATI grade is worth 10% of your quiz/exam grade. [However, 10 of the 70 questions are “ATI research test” questions and will not count on your grade; we do not know which questions are research. Therefore, the ATI test is based on 60 questions.

1. Students will take the proctored ATI as scheduled in each course.
2. Students achieving a Level 3 on the ATI exam will automatically receive a 93% on the final exam for the course.
3. Students who achieve a Level 3 may still take the final exam, but will not be penalized if their score is below a 93%. For example, if a student receives a Level 3 on ATI scores a 82% on the final, the final score recorded in the gradebook would still be a 93%.

4. If students achieve >93% upon taking the final, then they would receive the higher grade. For example, if a student receives a Level 3 on ATI scores a 98% on the final, the final score recorded would be a 98%.

5. Proctored ATI tests taken in a course, but not designated as part of that course specifically, do not apply. For example: Students take the proctored nutrition ATI in NRS 415, if they score a level 3 on the nutrition ATI, it does not impact their final exam score and students are still required to take the final exam.

**Evolve Case Studies: Evolve ID: 10397_ksampson27_1001**

Please follow the steps below to enroll into your Instructor-led Course on the Evolve.


2. Enter the Course ID in the field provided and click Submit.

3. If you are enrolling into a content-protected course, you will be prompted to purchase access or enter your access code at this time. If you are prompted to enter a code and were not aware you would need to do so, please contact your instructor for further information regarding access to the course or if you should proceed with purchasing instant access.

   To purchase instant access, select the radio button that states, “I want to purchase instant access for $XX.XX”. You will be directed to supply credit card and billing information.

   If you have a 12 character access code, select the “I have an access code” radio button. Type your code in the field provided, and select Apply. *Note: access codes may only be used one time.

   Next, select the Redeem/Checkout

4. If you are a returning user enter your Evolve username and password and click Login. If you are new to Evolve enter your name, email, desired password, institution information (if applicable), and click Continue.

5. Click the Registered User Agreement link located at the bottom right. Once you have read this information check the “Yes, I accept the Registered user Agreement” box if you agree. Click Submit.

6. Your enrollment confirmation will appear on the next page. A confirmation email will additionally be sent to your instructor to inform them of your enrollment. If you are a new user, your Evolve username and password will also be emailed to you.

   Click the Get Started link to get to your course located in the My Evolve area. Visit and bookmark http://evolve.elsevier.com/student for future log in.
**Purpose:** The NRS233/234 group teaching assignment provides an opportunity for students to engage in small group process. In addition, the project affords an opportunity for students to learn the role of a nurse educator in planning, implementing, and evaluating a teaching plan.

**Plan:** All NRS233/234 students will complete a group teaching project covering a faculty-approved, Age-specific topic on the established due date. NRS233/234 students are challenged to teach the children at the United Community Center [UCC] an Age-Specific topic of interest during a 20-minute presentation held at the UCC on the designated day. In addition, students will video record the presentation and upload the video to LMS per course calendar due date. Students will work in groups of 4, and all students will actively engage their audience for a maximum of 20 minutes in teaching their topic, and allow additional time for Q&A; maximum of 30 minutes is allowed from start to finish. All team members are expected to participate in the presentation. Students are responsible to obtain supplies to create a tri-fold poster, video presentation, and handout materials.

*NRS234 instructor can copy your handouts through Carroll U duplication with at least two-week notice.*

All NRS233/234 students will participate in developing learning outcomes and evaluating if learning occurred. Students should assess audience knowledge after the presentation to determine if Lesson plan’s learning outcomes were met. Group teaching presentations must evidence student application of at least one Learning Theory; see K&E text Chapter 27. Group members are expected to actively engage the UCC audience. Finally, students will reflect on their teaching effectiveness through both Peer Feedback from video presentation and feedback received from UCC audience.

**Group Process:** Effective group process will require ongoing self and collaborative assessment, the implementation of professional communication strategies including negotiation and conflict management, and effective time and task management.

The roles and responsibilities of each member are to be determined by the group with one specific requirement: *all students are to assume the role of leader (meeting facilitator) and recorder at least one time* during the project planning; you must meet a minimum of 4 times to fulfill this requirement.

**Evaluation and Grading:** All groups must compile and submit evidence of their teaching project for evaluation as outlined in the Teaching Project Criteria by the due date. Late submissions will deduct 10% of total possible points for each day late.

All presentations will be pre-recorded and uploaded to LMS for peer review one week prior to UCC presentation. The Video Producing Team must supply a peer feedback tool to collect peer review data. This tool will provide the team data, along with UCC classroom feedback, to identify barriers, strengths, and other evaluation summary of the presentation.

Each student will be assigned peer videos to view and complete the team’s provided peer feedback tool, and return the comments to that team.

It is the video producing teams’ responsibility to ensure the video is uploaded correctly to NRS234 LMS and can be retrieved and viewed at due date.

**Rules of presentation: Powerpoint slides and classroom Handouts:**

Be sure Powerpoints are age appropriate, font is readable, APA references on slides, & members’ names are included. Copy of Powerpoint slides are to be given to faculty on presentation day for grading.

Powerpoints can be presented on Smart Boards in most classrooms.

**Educational handouts** must be age appropriate with proper APA. Handouts are intended to add interaction and student engagement during presentation. Provide a copy of any handouts or learning materials to the evaluator on presentation day.
N233/234: Analysis of Group Process: Group assessment: (group completes together after each meeting)-

Group Teaching Topic: ____________________________ Date: ______________ Meeting start time: _______ end-time: _______

Members Present: __________________________________________________________________________________________

Members Absent: __________________________________________________________________________________________

Meeting #: ____________________________

Group Member Assuming the Leadership Role today: __________________________________________________________

Evaluate the group leader's strengths and opportunities for growth: support your conclusions with evidence.

Analyze each group member's participation in the planning and decision-making process: identify strengths and opportunities for growth. Be sure to include commentary on blocking behaviors that you observed.

Discuss how you were feeling as the group interaction was taking place.

Conflict occurs in every group always. Document the specific areas of conflict that emerged in today's meeting and your group's efforts to resolve them.
Lesson Plan

Topic: __________________________  Team members: ___________________________________________________

Step 1: Planning the Lesson

Instructional Materials.
1.
2.
3.

Instructional Objectives
1.
2.

Step 2: Present Lesson

• Lesson intro- Example: Bill will introduce our topic and other Nursing students

1. 
   A.
   B.

• Learning objectives/outcomes

  Upon completion of the lesson, learner will be able to: [what are the measurable outcomes you plan to achieve?]

1.
2.

• Planned activity, handouts, discussion, or interaction with audience during presentation

1.
2.

• Evaluation of student learning [how will you evaluate learning occurred?]

1.
2.
A team's purpose is defined by its team charter or contract. The charter will identify a team's mission, guidelines to function, objectives, time frame, and consequences of actions.

<table>
<thead>
<tr>
<th>Member Names</th>
<th>Contact #</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Purpose of the team:**
(Why was the team formed?)

**Team Established Guidelines:**
(Include the rules for members to have a successful team: what are responsibilities, contribution, communication, collaboration, etc., rules)

---

**Ensuring Fair Contribution and Collaboration to Accomplish the Team Goal:**
(How will your team make sure all members contribute fairly? How will you address team members who are not contributing fairly?)

---

**Non-involvement behaviors and lack of team commitment:**
(What are the consequences of a team member who lacks participation and does not meet established deadlines?)

---

**Resolving Conflict:**
(All team experience conflict. How will your team defuse and resolve conflicts?)
Application of Learning Theory Report Form

Teaching Topic: ______________________

Complete as a group, typed format and include in final folder of evidence. Use as many copies of this form as necessary to provide rationale and demonstrate your application of learning theories referenced from K&E Chapter 27. One or more theories are required to be identified.

Group Members:

_____________________________________________________________________________
_____________________________________________________________________________

Learning Theory: __________________________________________________________

Evidence of application in teaching project presentation:

Learning Theory: __________________________________________________________

Evidence of application in teaching project presentation:

Learning Theory: __________________________________________________________

Evidence of application in teaching project presentation:

[add more as necessary]

Record a video of your Presentation: Your team is responsible to record a video of your presentation prior to UCC day. The team will upload the video to LMS or link to YouTube and provide the link. Your peers will be assigned to view the video and give constructive criticism of your presentation using the Peer Feedback Tool you provide [see direction below]. Faculty will assign each student to view one or two, peer-videos and provide peer feedback. That feedback is used by the team, in addition to information gathered from children on presentation day, to complete the final assessment of effectiveness teaching.

Peer feedback Tool: Create a written tool that your peers will complete as they watch your video recording of the presentation. The tool is a way for your peers to identify and give constructive criticism of what you did well, what could be improved, if you were professional in the delivery of the presentation, evaluation of your teaching effectiveness, and evidence of learning. The written feedback from your peers will be returned to your team. Then your team will summarize the peer feedback, along with the information gathered at the UCC from the children, and complete the final assessment and evaluation of teaching effectiveness.

Final Assessment and Evaluation of teaching effectiveness: Teaching Groups are responsible to evaluate their presentation in a 1-page paper or less. Team will acknowledge potential barriers to learning they encountered and then evidence actual learning that occurred among UCC audience participants. The evaluation will include the information gained from your peers’ feedback given after they view your video and complete the peer feedback tool your team provided with the recorded video presentation.
NRS233/234 Group Teaching Project Rubric
Rubric for Poster Presentation: Evaluation and Grading Form

Group Members:
1. ______________________  2. ______________________
3. ______________________  4. ______________________

Topic: ___________________________________________  Faculty evaluating: ___________________

<table>
<thead>
<tr>
<th>Before Presentation: Evidence to be uploaded to LMS</th>
<th>Team initials as completed</th>
<th>Faculty Initials as received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of Age specific teaching topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Charter/contract on LMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson plan with learning outcomes on LMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Presentation uploaded on LMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Feedback Tool on LMS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| After Presentation: Evidence to be uploaded to LMS                            |                           |                             |
| Documentation and evaluation of group process [Analysis of Group Process] --each individual submits once -- |  |                             |
| Assessment and Evaluation of student learning:                                |  |                             |
| **Group is responsible to evaluate presentation in a 1-page paper or less. Indicate evidence that learning occurred based on results from UCC audience feedback & N233/234 peer evaluations -- to LMS** |  |                             |
| Copy of Power Point slides and Handouts given to evaluator at presentation    |  |                             |
| APA formatted reference page -- upload to LMS                                |  |                             |

Point Distribution:

**Professional Accountability:**

- All deadlines met (1 point)
- Follows all directions: Poster, handouts and project requirements submitted (1 point)
- Team Charter/contract complete and submitted (2 point)
- Each group member demonstrates professional dress and grooming @ presentation (1 point)

**Analysis of Group Process:**

Each Team member provides at least one Analysis of Group Process with assessment-documentation and evaluation that reflects understanding of small group dynamics, effective problem-solving, conflict resolution strategies, and the value of peer feedback (5 points)

**Faculty Comments:**
### Evidence of scholarly work:

- **Presentation:** Powerpoint slides and handouts are visually appealing and professionally constructed. Includes handouts and other teaching aides that are easy to read, have appropriate font, are age appropriate, include proper APA citations. Powerpoint slides, and handouts are accurate, and free of spelling and grammatical errors. All members names must be on all presentation materials [handouts, posters, PowerPoint] *(8 points)*

  - Effective incorporation and evidence of learning theories in presentation *(1 point)*
  - Lesson Plan: detailed and specific to Age population *(2 points)*
  - Appropriate incorporation of scholarly literature in presentation *(1 point)*

- **Final Evaluation of teaching effectiveness:** acknowledges potential barriers to learning and evidences measures of actual learning among UCC audience participants and from peer evaluations. *(3 points)*

  - APA formatting and reference page *(3 points)*

### Faculty Comments:

**Evidence of professional communication:**

- 20-30 minutes time frame adhered: includes presentation, Q&A *(1 point)*

  - Group members effectively engage audience throughout the presentation *(5 points)*

  - Written peer feedback tool is thoughtfully developed and effectively distributed to peers *(1 point)*

### Comments:

**Final Score:** ___________/35
**Medication Math Mania Policy and Procedures** (Appendix E)

**Purpose**
To assure an environment of safety in medication calculation and administration

**Procedures for Theory Courses:**
*Med Math Mania (MMM)* will occur in selected nursing didactic course(s) each semester of the nursing program.

**Quizzes:**
Two quizzes will occur during the semester. Course Faculty will schedule Quiz #1 between weeks 4-7; Quiz #2 will be scheduled between weeks 9-14 in the semester.

*The Midterm Quiz is 1% of total test/quiz points.*
*Final Quiz is worth 1% of total Test/Quiz point*

Each quiz will have 10 questions. Students must achieve a 90% on the MMM quiz to earn full test/quiz "points" in the course. (Less than 90% = 0 points)

Each Quiz will consist of 2 questions from each of the 5 identified categories: (1) weight based medication, (2) injectable medication, (3) oral medications, (4) parenteral (IV) medication, (5) powdered medication to equal the 10 quiz questions.

Grading will follow the MMM policy outlined below. (i.e errors in rounding)

MAT 101 will be strongly recommended for students who score below a 90% on the final Math Quiz.

If a student does not achieve the 90% on the "midterm" math quiz he/she will remediate with the MMM tutor for 1 hour in order to be eligible to take the final quiz.

Math commons hours posted under Learning Commons - [http://divisions.carrollu.edu/library/LC/MathCommons.asp](http://divisions.carrollu.edu/library/LC/MathCommons.asp).

Math tutors will be required to sign the student's MMM remediation log.

Submit Remediation log to course faculty

Failure to complete remediation as outlined above will result in a zero of mid-term quiz and the inability to take the final MMM quiz, which will result in an additional zero.

**Practice Problems**
Select theory course(s) will include a minimum of 6 weeks of MMM practice problems, as directed by course faculty.

**MMM practice will consist of 5 problems** from one each of the 5 identified categories: (1) weight based medication, (2) injectable medication, (3) oral medications, (4) parenteral (IV) medication, (5) powdered medication

**MMM weekly practice problems are not awarded course points.**

**MMM problems will include corresponding textbook chapter as a reference for student learning.**

**Students will keep a weekly log of their math problems and the percent correct (sample log below).**

**Corrected problems and logs will be returned to students on a weekly basis.**

Math problems will include weight medication, injectable medications, oral medications, parenteral (IV) medication problems, and powdered medications math problems.

**Students need to achieve a 78%. (4 or 5 correct)**
**Students that achieve less than 78% (2 or more incorrect) must follow the math support procedure below:**

**Remediation in the math commons for a minimum of 1 hour.**

*Math Mania Tutor Practice Session*

**Take your computer to the Math Tutor and access ATI.**

During the required hour of practice time, work to complete a tutorial of Dosage Calculations 2.0

Log on to ATI> Tutorial hub> choose a Dosage Calculations 2.0 > click “access module +” choose the key of “Case Studies and Finals”

**Tutor will sign log indicating the Case Studies and Finals was completed during remediation session.**

**Math commons hours posted under Learning Commons -**

http://divisions.carrollu.edu/library/LC/MathCommons.asp.

Math tutors will be required to sign the student's MMM Remediation.

MMM Remediation problems submitted in theory course the following week.

**Procedure for Clinical Courses –**

All students will be tested on math medication calculations for safe medication administration at the beginning of each clinical nursing course.

NRS 234 will test during the first week of the off campus clinical experience.

Junior and senior level clinical courses will test during the first two weeks.

Each clinical math competency will have 20 questions – each worth 5 points.

**Students must score a 90% to pass the math competency.**

4. If a student fails to achieve a 90% on the math competency, the student must attend a math learning session with a math faculty member within the next week. A math retest is scheduled within 7 days of the first math competency.

Students cannot administer medications in the clinical setting until they achieve a 90% on the math competency.

Students that are unsuccessful on the initial and second math competency are not allowed to participate in clinical at health care facilities.

Students who are unable to participate in clinical will be graded unsuccessful in the course.

**Medication Math Calculation Rules and Accepted Abbreviations**

1. **Rounding with parenteral and Intravenous (IV) medications** -

   When the problem requires the nurse to draw medication up in a syringe:

   The student must round their answer to the nearest tenth:

   **If the total volume to be administered is ≥ to 1 ml** (i.e. 3.2ml’s)

   This is appropriate because syringes are graduated in 10ths.

   or

   The student must round their answer to the nearest hundredth:

   **If the total volume to be administered is < 1ml.**

   This is appropriate because 1ml syringes are demarcated in 100ths and this is the size syringe you would choose to draw up a volume of < 1ml (i.e. 0.25ml)

   When the final answer has a decimal number (i.e. 3.68) ≥ 5, round up to the next nearest number.

   Example: 3.68 = 3.7

   When the final answer is a decimal number (i.e. 3.24) ≤4, keep the original number. Example: 3.24 = 3.2
When the problem requires the nurse to calculate the rate of infusion of an IV medication or Intravenous fluid (IVF) that will be delivered via an electronic pump, the student must round their answer to the nearest tenth (33.34ml/hr = 33.3ml/hr).

When the problem requires the nurse to calculate the rate of infusion of an IV medication or IVF that will be delivered via gravity flow, the student must round their answer to a whole number (33.34ml/hr = 33ml/hr)

2. Rounding with Oral and Enteral Medication Administration (nasogastric(NG), gastrostomy tube (G-Tube, etc.)
Administration of ½ tablets or ¼ tablets is appropriate. Therefore, answers for problems requiring administration of oral tablets must be rounded to the nearest ¼ tablet.
When administering oral medications via a dropper or oral syringe, round to the nearest tenth. Example: Lasix is available at 40mg/5ml, you are to administer 100mg per g-tube. Total administrated dose is 12.5ml.

Calculator use -
Student may use a basic (non-graphing) calculator for math competency testing.
Students are expected to bring their own calculator and not share during examination.
Cell phones or other hand help devices (ipad) will not be allowed in lieu of a calculator.
Students must show their work on the written test form in order to earn credit for the problem.

Answers-
All answers must include the appropriate unit of measurement and all answers must be circled in order to earn credit for their answer.
Rounding will be implemented at the final answer if the problem has multiple steps. (i.e. the problem requires you to first convert pounds to kilograms, then calculate the concentrations, and finally use the kg and concentration results to calculate the final dose. Rounding would be done when you calculate the final dose and not in the previous steps.)

Conversions-
All nursing students must memorize the following conversion equivalents. The conversion equivalents listed below are the units of measure used in math calculations related to medication preparation on math competency tests. For example, a problem requiring an answer in tsp must be calculated using the 5ml equivalent. No reference notes or conversion charts will be allowed during math quiz.

<table>
<thead>
<tr>
<th>Liquids:</th>
<th>Weight:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 tsp = 5 ml</td>
<td>1 kg = 2.2 lb</td>
</tr>
<tr>
<td>3 tsp = 1 tbs or 1T</td>
<td>milli = one thousandth (0.001)</td>
</tr>
<tr>
<td>8 oz = 1 cup</td>
<td>micro = one millionth (0.000001)</td>
</tr>
<tr>
<td>16 oz = 1 lb</td>
<td>1 mg = 1000mcg</td>
</tr>
<tr>
<td>16 oz = 1 pt</td>
<td>1000mg = 1 gram</td>
</tr>
<tr>
<td>2 pints = 1 quart</td>
<td>1000 grams = 1 kilogram</td>
</tr>
<tr>
<td>4 quarts = 1 gallon</td>
<td>1 grain = 60mg</td>
</tr>
<tr>
<td>1 oz. = 30 ml</td>
<td>1gram = 15 grains</td>
</tr>
<tr>
<td>1 ml = 1cc</td>
<td>1oz = 30 grams</td>
</tr>
<tr>
<td>1000ml = 1 liter</td>
<td></td>
</tr>
</tbody>
</table>
Abbreviations –

The following abbreviations must be **memorized** by all Carroll University nursing students. Students are responsible for all the abbreviations below including the "do not use" list as mandated by the Joint Commission (JC) and those abbreviations that have been adopted by some institutions as part of a more extensive "do not use" list. No Carroll University nursing student will be allowed to use a reference list for math quiz.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>q</td>
<td>IVP</td>
</tr>
<tr>
<td>b.i.d</td>
<td>IVPB</td>
</tr>
<tr>
<td>t.i.d.</td>
<td>L</td>
</tr>
<tr>
<td>q.i.d.</td>
<td>mg</td>
</tr>
<tr>
<td>ac</td>
<td>mcg</td>
</tr>
<tr>
<td>pc</td>
<td>mEq</td>
</tr>
<tr>
<td>po</td>
<td>tsp</td>
</tr>
<tr>
<td>IM</td>
<td>Tbs</td>
</tr>
<tr>
<td>IV</td>
<td>Tab</td>
</tr>
<tr>
<td>Stat</td>
<td>P</td>
</tr>
<tr>
<td>P</td>
<td>s</td>
</tr>
<tr>
<td>NPO</td>
<td>cap</td>
</tr>
<tr>
<td>PRN</td>
<td>ml</td>
</tr>
<tr>
<td>ml</td>
<td>g</td>
</tr>
<tr>
<td>g</td>
<td>kg</td>
</tr>
</tbody>
</table>
### DO NOT USE abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Term</th>
<th>Correct Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>Unit</td>
<td>write &quot;unit&quot;</td>
</tr>
<tr>
<td>IU</td>
<td>international units</td>
<td>write &quot;international units&quot;</td>
</tr>
<tr>
<td>Q.D., QD, q.d., or qd</td>
<td>daily</td>
<td>write &quot;daily&quot;</td>
</tr>
<tr>
<td>Q.O.D., QOD, q.o.d., or qod</td>
<td>every other day</td>
<td>write &quot;every other day&quot;</td>
</tr>
<tr>
<td>MS, or MSO₄</td>
<td>morphine sulfate</td>
<td>write &quot;morphine sulfate&quot;</td>
</tr>
<tr>
<td>MgSO₄</td>
<td>magnesium sulfate</td>
<td>write &quot;magnesium sulfate&quot;</td>
</tr>
</tbody>
</table>

Trailing zeroes (X.0 mg) write "X mg"
Lack of leading zeroes (.X mg) write "0.X mg"

Many institutions also have adopted a more extensive **DO NOT USE** list, some examples are listed below.

**The nurse should write out the terms fully.**

AS (left ear)
AD (right ear)
AU (both ears)
HS (bedtime or half strength)
SC and SQ (subcutaneous)
D/C (discharge or discontinue)
µ (means micrograms but can be mistaken for mg: write "mcg" or "micrograms")
@ can be mistaken for the number "2": write "at"
c can be mistaken for a "u" if poorly written: write "ml" or "milliliter"
KVO (Keep vein open)
TKO (To keep open (vein))
q1h, q2h, q3h, q4h etc. (every hour, every 2 hours, every three hours, every 4 hours)
ad lib (as desired)
fl (fluid)
gtt/min (drops per minute)
gr (grain)

---

**Math Mania Tutor Remediation**

**Take your computer to the Math Tutor and access ATI.**

**During the required hour of practice time, work to complete a tutorial of Dosage Calculations 2.0**

Log on to ATI > Tutorial hub > choose a Dosage Calculations 2.0 > click “access module +” choose the key of “Case Studies and Finals”

Tutor will sign log indicating the Case Studies and Finals was completed during session.
Carroll University Nursing Program  
MEDICATION MATH MANIA Log

Name: ________________________

Circle Course:
NRS 100  NRS 230  **NRS 233**  Fa Semester 312&320  NRS 316  NRS 417
Semester:  FALL  SPRING  Year: ____________

Directions:
1. Each week submit Medication Math Mania problems and Log.
   a. Check calendar for course specific due dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems Correct out of 5</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Student will check where math error(s) occurred:

<table>
<thead>
<tr>
<th>Incorrect Problem</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight based Ch. 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Injectable Ch. 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Ch. 17</td>
<td></td>
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<td></td>
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<tr>
<td>Parental (IV) Ch. 21 &amp; 22</td>
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<td></td>
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<tr>
<td>Powdered Ch. 19</td>
<td></td>
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</tbody>
</table>

- The Math quizzes will be given around midterm and towards the end of the semester.
- To be eligible to sit for the Math quiz, students must submit the completed Medication Math Mania ATI work problems and log, including documentation of any Math Commons hours needed 1 week prior to the assigned quiz date.
- Chapters coincide with *Calculate with Confidence* math book required for all Nursing courses.
Carroll University Nursing Program  
MEDICATION MATH MANIA Remediation

Name:

Circle Course:  
NRS 100  NRS 230  NRS 233  Fa Semester 312&320  NRS 316  NRS 417  
Semester:  FALL  SPRING  Year: _______________

Directions:  *Students that achieve less than 78% must follow the math support procedure below:*

1. Remediation in the math commons for a minimum of 1 hour each week.  
   a. Math commons hours posted under Learning Commons -  
      http://divisions.carrollu.edu/library/LC/MathCommons.asp.
2. Math tutors will be required to sign the student’s Math Mania Remediation.  
3. Medication Math Mania Remediation problems submitted in theory course the following week.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Remediation date</th>
<th>Hours Remediated</th>
<th>Problems Remediated</th>
<th>Math Tutor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
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</tbody>
</table>

**Math Mania Tutor Remediation- NRS233/234**  
Take your computer to the Math Tutor and access ATI.  
During the required hour of practice time, work to complete a tutorial of Dosage Calculations 2.0  
Log on to ATI> Tutorial hub> choose a Dosage Calculations 2.0 > click “access module +”  
choose the key of “Case Studies and Finals”

* Tutor will sign log indicating the Case Studies and Finals was completed during session.*
Appendix F

Carroll University Nursing Program
Nursing 233

Care Plan Discussion Forum

Submit a Nursing diagnosis, intervention, and rational with APA formatted citation and reference. Each submission is to be a Word entry into discussion forum related to Scenario written to the assigned week’s care plan [skin, infection, and nutrition]. You must include a complete nursing diagnoses following criteria, a properly written intervention and rational are required based on the SIM scenario [case study] provided in the forum. Be sure to cite all rational in APA format to receive full credit.

Each entry is worth 6 points. [6 points x 3 care plan discussion forums = Total 18 points]

6 points- Entry is a complete Nursing diagnosis and intervention written in Carroll University format, and followed with a rationale; cited from a primary, scholarly source. Reference is included with correct APA format.

3 to 5.9 points- Missing some portions of the above criteria.

1 to 2.9 points- missing major portions of the above criteria.

0 points- no entry, does not meet criteria

A minimum loss of 0.5 points will be given if entry is late.

Appendix G:

Elsevier Adaptive Quizzing [EAQ]

Elsevier Adaptive Quizzing
COURSE ID 156009_ksampson27_1001
INSTRUCTOR Kathy Sampson

1. Students will self-enroll by entering their Instructor’s Course ID in this link:
   https://evolve.elsevier.com/cs/store#redeem

2. Recommended Browsers:
   Firefox or Chrome

3. Grading
   a. The following is scoring on each EAQ:
      i. Mastery level 1= 1 point;
      ii. Mastery level 2= 2 points;
      iii. Mastery level 3= 3 points.

   There may be more than one EAQ due per week based on the content included.
Helpful Information

What is a mastery level?
Mastery levels indicate how well you understand specific topics. Mastery levels clearly reveal which topics you have mastered and which topics you need to study further.
Within each chapter or topic, questions are available in three clearly defined, color-coded levels. The student will progress from one level to the next after demonstrating competence in their current level.
Mastery level is only measured for the primary taxonomy (chapter or content area). As quizzes and assignments are completed, progress is continuously monitored. Mastery level increases as you have increasing, consistent success in topics and chapters.
The system looks at the difficulty of the question. Once it is confident that a student is proficient in “Beginner” questions, Mastery Level 1 will be achieved. Once it is confident that a student is proficient in “Intermediate” questions, Mastery Level 2 will be achieved. Once it is confident that a student is proficient in “Expert” questions, Mastery Level 3 will be achieved.
In short, mastery level increases as student’s ability to answer questions correctly, with a high level of consistent success in topics and chapters. Inconsistent right answers will not give the system confidence and it will take longer to level up because it judges the student to still be learning.
Students who appear to level up much more quickly than others could have been presented with higher difficulty questions during their first quizzes, and gotten them right, while it is taking others longer to level up because they are inconsistently getting lower level questions correct because the system is personalized to each student’s aptitude, strengths and weaknesses.

What is the meaning of the heading “Average Questions to Level Up”:
This metric indicates the average number of questions it took students to reach the Mastery Levels they have achieved. It is not a prediction of how many it will take to reach the next level. The metric will not appear in a student’s account until he or she has reached at least Mastery Level 1.

Guidelines for answering Fill-in-the-Blank questions:
Pay close attention to the instructions in the question stems for Fill-in-the-Blank questions: the question will guide you on the format in which to answer. NCLEX and JACHO guidelines have been followed when necessary: Per NCLEX and JACHO guidelines, whenever a measurement is added to a chart that has a decimal, it should include a leading zero before (ex. 0.25 rather than .25) as this eliminates dosage errors if the “.” isn’t obvious on the chart.
Appropriate instructions have been added to EAQ Fill-in-the-Blank questions.
## Appendix H
### Student N233 Fall 2017 Calendar
#### NRS233 Foundations of Nursing Practice Theory Course Schedule

<table>
<thead>
<tr>
<th>Week or Date</th>
<th>Course Content</th>
<th>Preparation for Class</th>
<th>Assignments and Quizzes/Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>EAQ: COURSE ID</td>
<td>P&amp;P= Potter &amp; Perry Fundamentals of Nursing</td>
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<tr>
<td></td>
<td></td>
<td>156009_ksampson27_1001</td>
<td>ED&amp;M= Edelman &amp; Mandle Health Promotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HESI: COURSE ID</td>
<td>Smith= Pharmacology for Nurses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10397_ksampson27_1001</td>
<td>Ackley = Nursing Diagnosis Handbook</td>
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<tr>
<td></td>
<td></td>
<td>ATI: Recommended browser is FireFox for all ATI</td>
<td>EAQ= Elsevier Adaptive Quizzing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HESI = Evolve Case Studies -online</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>ATI- <a href="http://www.atitesting.com">www.atitesting.com</a></td>
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<tr>
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</tr>
<tr>
<td>Welcome back!</td>
<td>-Orientation to 233/234, --Course Requirements and expectations</td>
<td>READ Syllabus &amp; Student Contract (LMS)</td>
<td>-READ Contract</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. PRINT- &amp;bring profile copy to class completed Student confidential profile</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2. READ [I will provide a copy] Student Contract</td>
</tr>
<tr>
<td>Medication Administration with legal and ethical issues</td>
<td>Mon/WED/Friday: READ P&amp;P Ch32-Medication Administration</td>
<td>Mon: Math Homework #1 due in class</td>
<td></td>
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<tr>
<td></td>
<td>Mon/WED/Friday: PPT and interactive lecture &amp; small group activity</td>
<td>Mon/WED <strong>Bring to class: Mosby’s Drug book to class</strong></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Smith Ch 1 &amp; Ch 3</td>
<td>-Plan study groups (2 or 3 per group max)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-READ &amp; review [self-review NRS100]</td>
<td>-Plan UCC Teaching Project Team (4 per team- from your clinical day)</td>
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<tr>
<td></td>
<td></td>
<td>P&amp;P Ch 22 Ethics and Values</td>
<td>Fri:</td>
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<tr>
<td></td>
<td></td>
<td>P&amp;P CH23 Legal Implications</td>
<td>-Sign up for study groups (2-3 per group max) –study week is Sunday to Saturday [Starts 9/17]</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>-Sign up Group of 4 for teaching project (4/team)</td>
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<tr>
<td></td>
<td>Mon/Wed/Fri: PPT and interactive lecture &amp; small group activity</td>
<td>READ: Ackley &amp; Ladwig- pp. 1-15</td>
<td>Mon: Math Homework #2 due in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-re-Read: P&amp;P Ch 15 - Critical Thinking [N100 self-review].</td>
<td>Wed/FRI Small group activity in class: Care Plan on Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-READ: P&amp;P Ch 40- Hygiene [NRS100 self-review]</td>
<td>“Medication Error” article -post test- extra credit due [no late submits accepted]</td>
</tr>
</tbody>
</table>

**Note:** Late = no points, but must still be completed.
| Week 3 9/24-9/30 | **Mon:** Skin  
**Wed:** Lifespan Health Promotion  
Developmental Theories and Growth & Development  
**Mon/Wed:** PPT and interactive lecture  
**Fri:** EXAM 1 | **Mon:** READ P&P Ch 48-Skin Integrity  
**Wed:** READ: P&P Ch 11  
Developmental Theories (Erikson & Piaget only: pp. 134-137) +  
E&M Ch 15- Growth and Development  
**Fri:** Exam I  
Nursing Process P&P-Ch 16-20;  
Medication [P&P and Smith],  
Patient Safety, Hygiene | Sun 5-6. **EQ:** Ch 27-Safety/Safety & Nursing Skills [2 categories]  
**Mon:** Math Homework #3 due in class  
**1. Study Group Assignment due:**  
Exam Prep: Fundamentals Success NCLEX Q&A, P&P chapter reviews, E&M chapter review and NCLEX Q&A, ATI NCLEX practice related to current course content from week 2  
#1 HESI: skin integrity (Group Leader's upload copy of group Score)  
**WED:** Quiz: ANA books and Nursing Process quiz-online- due 9/27 @1159  
**Fri:** — Faculty Approval Team Teaching topic due- email Kathy top 3 choices by 9/29 |
| --- | --- | --- | --- |
| Lab 3 07-1200 | **Week 4 10/1-10/7** | **Mon:** Read P&P Ch 12- Conception to Adolescence  
**Read, Compare and contrast with Health Promotion Lifespan:**  
E&M Ch 16- Prenatal Period,  
E&M Ch 17- Infant  
E&M Ch 18- Toddler  
E&M Ch 19- Preschool  
E&M Ch 20-School age  
E&M Ch 21 Adolescent  
**Wed:** READ: P&P Ch 13- Young and Middle Adults  
E&M Ch 22 Young Adult  
E&M Ch 23 Middle Age Adult  
**Fri:** READ: P&P Ch 14 Older Adults  
E&M-pp. 68-70 [Medicare & Medicaid]; E&M Ch 24-Older Adult | **Sun 5-6. EQ:** Ch 48-Skin Integrity [1 category]  
**Mon:** Math Homework #4 due in class  
**2. Study Group Assignment due:**  
Exam Prep: Fundamentals Success NCLEX Q&A, P&P chapter reviews, E&M chapter review and NCLEX Q&A, ATI NCLEX practice related to current course from week 3  
SAT:  
ATI HIPAA post-test and  
All IHI Open School Certificates of completion: **PS 101-104**  
--If late, no points, but must be completed to pass both N233/234 submit all documentation to Canvas |
| Week 5 10/8-10/14 | Standards in Nursing Practice  
Mon/Wed: PPT and interactive lecture  
Fri: Exam #2: Skin, Developmental Theories [P&P-11-14; E&M 16-23], Documentation, Managing Patient Care | Re-read  
P&P Ch 24 - Communication [N100 self-review]  
P&P Ch26 Documentation and Informatics [N100 review]  
Mon: READ: P&P Ch21 - Managing Patient Care  
E&M Chap 4 - Therapeutic Relationship  
Wed: READ: P&P Ch 25 - Patient Education  
E&M Ch 10 - Health Education  
Know Nursing Math Mania Policy  
Fri: Exam #2 | Sun: 8-9. EAQ: Ch 14 Development of Older Adults/Health Care of Older Adults [2 categories]  
Mon: Math Homework #5  
--- Infection: Care plan discussion forum entry  
ATI: ATI Nurse’s Touch: Communication Practice Assessment - extra credit  
Wed: Know Nursing Math Mania Policy  
Math Competency: NRS234 students only: 20 Qs = 40 minutes  
If unsuccessful on Math Competency, schedule retake week 6 after 1-hour review with math tutor using ATI Math [show log evidence of review to Kathy]  
Fri: Exam #2 |
|---|---|---|---|
| Week 6 10/15-10/21 | NO CLASS Monday  
Psychosocial Concepts for Nursing Practice  
Mon/Wed/Fri: PPT and interactive lecture | Mon: no class  
Wed: READ:  
P&P Ch 34 - Self-concept  
P&P Ch 38 - Stress and Coping  
E&M Ch 13 - Stress Management  
Fri: Critical Thinking:  
DVD: "Alzheimer's Project" [portion view]  
[If unsuccessful in Math Competency, plan to re-take Friday after NRS23: 1030-1130] | NO CLASS Monday  
Wed:  
--- Nutrition: Care plan discussion forum.  
Math Homework: None  
#2-HESI: Nutrition (Group Leader's upload copy of group Score)  
FRI: [Retake Math Competency after class if needed]  
Sat: Due by Saturday: Team Teaching: Lesson Plan due- upload LMS |
| Week 7 10/22-10/28 | Physiological Concepts for Nursing Practice  
Mon/Wed/Fri: PPT and interactive lecture & small group activity | Mon: READ:  
P&P Ch 45 Nutrition  
E&M Ch 11 - Nutrition  
Wed: READ:  
P&P Ch 39 Activity and Exercise  
P&P Ch 28 Immobility [portions]  
E&M Ch 12 - Exercise  
Mon: Math Homework #6  
#3-HESI: Mobility (Group Leader's upload copy of group Score)  
#4 HESI: Pain (Group Leader’s upload copy of group Score) |
<table>
<thead>
<tr>
<th>Week 8</th>
<th>10/29-11/4</th>
</tr>
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<tbody>
<tr>
<td>NH-2 (T)</td>
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<tr>
<td>NH 3 (R)</td>
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<tr>
<td>06-1200</td>
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<tr>
<td><strong>Exam #3</strong></td>
<td><strong>P&amp;P and E&amp;M</strong>: Education, Pain, Activity/Exercise, Immobility, Nutrition, Self-concept, Stress/Coping</td>
</tr>
<tr>
<td><strong>Physiological Concepts for Nursing Practice</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mon/Wed/Fri</strong>:</td>
<td><strong>PPT, video and interactive lecture</strong></td>
</tr>
<tr>
<td><strong>Mon</strong>:</td>
<td><strong>Exam #3</strong></td>
</tr>
<tr>
<td><strong>Wed</strong>:</td>
<td><strong>READ</strong>: P&amp;P Ch-46-Urinary Elimination and related Immobility ch28</td>
</tr>
<tr>
<td><strong>Fri</strong>:</td>
<td><strong>Read</strong>: P&amp;P Ch 47-Fecal Elimination and related Immobility ch28</td>
</tr>
<tr>
<td><strong>Math Quiz #1</strong></td>
<td></td>
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<tr>
<td><strong>Sun</strong>:</td>
<td><strong>12 EAQ</strong>: Ch 39 Activity &amp; Exercise  <strong>13. EAQ</strong> Ch 28 Immobility</td>
</tr>
<tr>
<td><strong>Mon</strong>:</td>
<td><strong>Math Homework -none</strong></td>
</tr>
<tr>
<td><strong>6. Study Group Assignment due:</strong></td>
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<td></td>
<td><strong>#5-HESI</strong>: Urinary (Group Leader’s upload copy of group Score)</td>
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<td><strong>#6-HESI</strong>: Constipation (Group Leader’s upload copy of group Score)</td>
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<tr>
<td></td>
<td><strong>Exam Prep</strong>: Fundamentals Success NCLEX Q&amp;A, P&amp;P chapter reviews, ATI NCLEX practice related to current course</td>
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<tr>
<td><strong>Fri</strong>:</td>
<td><strong>Math Quiz #1: 6 points (20 min) - in class</strong></td>
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<td>Students must achieve a 90% on the MMM quiz to earn full test/quiz &quot;points&quot; in the course. (Less than 90% = 0 points)</td>
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<tr>
<td><strong>Sat</strong>:</td>
<td><strong>ATI Practice test A due</strong></td>
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<thead>
<tr>
<th>Week 9</th>
<th>11/5-11/11</th>
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<tbody>
<tr>
<td><strong>Physiological Concepts for Nursing Practice</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mon/Wed/Fri</strong>:</td>
<td><strong>PPT, video and interactive lecture</strong></td>
</tr>
<tr>
<td><strong>Mon</strong>:</td>
<td><strong>TBA UCC presentation work day</strong></td>
</tr>
<tr>
<td><strong>Wed</strong>:</td>
<td><strong>READ</strong>: P&amp;P Ch 41-Oxygenation and related Ch 28 Immobility</td>
</tr>
<tr>
<td><strong>Fri</strong>:</td>
<td><strong>Math Quiz #1</strong></td>
</tr>
<tr>
<td><strong>Sun</strong>:</td>
<td><strong>14. EAQ</strong>: Ch 46-Urine elimination &amp; <strong>15. EAQ</strong>: Ch 47-Bowel Elimination</td>
</tr>
<tr>
<td><strong>Mon</strong>:</td>
<td><strong>Math Homework #7</strong></td>
</tr>
<tr>
<td><strong>7. Study Group Assignment due:</strong></td>
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<td></td>
<td><strong>Exam Prep</strong>: Fundamentals Success NCLEX Q&amp;A, P&amp;P chapter reviews, E&amp;M chapter review and NCLEX Q&amp;A, ATI NCLEX practice related to current course</td>
</tr>
<tr>
<td></td>
<td><strong>#7-HESI</strong>: Breathing (Group Leader’s upload copy of group Score)</td>
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<tr>
<td></td>
<td><strong>#8-HESI</strong>: Sensory (Group Leader’s upload copy of group Score)</td>
</tr>
<tr>
<td><strong>Sat</strong>:</td>
<td>Team Teaching- Upload Video Presentation and Peer Feedback Tool prior to UCC day.</td>
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</tbody>
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<thead>
<tr>
<th>Week 10</th>
<th>11/12-11/18</th>
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<tbody>
<tr>
<td><strong>Physiological Concepts for Nursing Practice</strong></td>
<td></td>
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<tr>
<td><strong>Mon/Wed/Fri</strong>:</td>
<td><strong>PPT, video and interactive lecture</strong></td>
</tr>
<tr>
<td><strong>Mon</strong>:</td>
<td><strong>READ</strong>: P&amp;P Ch 49-Sensory</td>
</tr>
<tr>
<td><strong>Wed</strong>:</td>
<td><strong>Read</strong>: P&amp;P Ch 43-Sleep</td>
</tr>
<tr>
<td><strong>Fri</strong>:</td>
<td><strong>READ</strong>: P&amp;P Ch 42 Fluid/Electrolytes, Acid-base Balance</td>
</tr>
<tr>
<td><strong>Sun</strong>:</td>
<td><strong>16-18. EAQ</strong>: Ch 41-Oxygenation/Oxygen Equipment/Airways [3 categories]</td>
</tr>
<tr>
<td><strong>Mon</strong>:</td>
<td><strong>Math Homework #8</strong></td>
</tr>
<tr>
<td><strong>8. Study Group Assignments due:</strong></td>
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<td></td>
<td><strong>Exam Prep</strong>: Fundamentals Success NCLEX Q&amp;A, P&amp;P chapter reviews, E&amp;M chapter review and NCLEX Q&amp;A, ATI NCLEX practice related to current course</td>
</tr>
<tr>
<td></td>
<td><strong>#9-HESI</strong>: Sleep (Group score= Group Leader’s on-line Score)</td>
</tr>
<tr>
<td></td>
<td><strong>#10- HESI</strong>: Fluid Balance (Group Leader’s upload copy of group Score)</td>
</tr>
<tr>
<td><strong>Sat</strong>:</td>
<td>Retake ATI Practice test A— after Focused Review of Practice Test A completed</td>
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</tr>
<tr>
<td>NH-5 (T) 06-1200</td>
<td>Fri: NO class – Thanksgiving Break Wed PPT, video and interactive lecture</td>
</tr>
<tr>
<td>Week 13 12/3-12/9</td>
<td>Evaluation week 12/14 Reading Day Mon: ATI test- plan to bring a laptop computer to class [Recommended browser is FireFox for all ATI] Wed: TBA</td>
</tr>
<tr>
<td>EXPO week (T&amp;R) 06-1200</td>
<td>Sun: 22. EAQ Ch 50 Surgical Patient ATI: Practice Test-Anatomy and Physiology 2009 Online Practice extra credit Mon: Study Group Assignment: None ATI Testing Wed: None</td>
</tr>
<tr>
<td>Week 14 12/10-12/16</td>
<td>EXPO Remediation</td>
</tr>
<tr>
<td>Final Exam Week</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td><strong>Friday 12/15 0800: Final exam cumulative 0800-1000</strong>&lt;br&gt;Surgical patient, Caring for Families, Loss/Death/Grief plus past chapters to TBA include [medication administration, nursing process, skin, patient safety, (others TBA)]</td>
</tr>
</tbody>
</table>