ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUIT Y, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information

Name: Mrs. Logan, MSN, RN, CCRN
Department: Nursing
Email: loganlm1@sfasu.edu
Preferred Email: Through the Brightspace course
Phone: (936) 468-7723
Office: Room 180
Office Hours: Monday: 11:00 am-12:00 pm & 3:00-4:00 pm
Tuesday: 8:00-9:00 am & 12:00-2:00 pm
Other times, call my office number or email me through the Brightspace course for an appointment.

Class meeting time and place
See Course Calendar for time, location, and course assignments.

Required Textbooks and Materials

Required books here:

Vaugh Medical Terminology Online Course- Instructor will enroll.

Recommended: NCLEX Exam Review Book of your choice

Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.
NURS 3205 Introduction to Nursing

Course Description
This is a two-hour required prerequisite course designed to aid the nursing student with exploring the profession of nursing. The emphasis for this course is to explain the use of critical thinking, study skills, pertinent to nursing courses, and mathematical strategies for medication dosages. Several other topics to be covered are nursing theory, history, roles, ethics, medical terminology, and the healthcare system as a whole.

Credit Hour Justification
(2 credits): This course typically meets for two hours each week for 15 weeks. Students have weekly reading assignments, lecture, and vocabulary. Other weekly assignments are related to legal and ethical presentations, discussions, and lab value analysis on a clinical patient. These activities average at a minimum of 6 hours of work each week outside of classroom hours.

Course Student Learning Outcomes
1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for introducing students to the nursing profession.
2. Describe nursing roles, practice settings, the interdisciplinary team, traditions, and the historical progression of nursing as a profession.
3. Explain the nurse's responsibility and accountability in providing client care.
4. Identify moral, ethical, economic, political, and legal issues affecting nursing practice.
5. Examine how holistic, socio-economic, spiritual, and ethno-cultural characteristics of clients affect nursing care.
6. Relate the concepts of nursing process, critical thinking, and mathematical strategies for medication administration to nursing care.
7. Develop professional communication skills.

End of Program Student Learning Outcomes
Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
Course Student Learning Outcomes

The student will:
1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Evaluate research for applicability of findings to nursing practice of women and children with complex health needs.
4. Incorporate the nursing process as a template to formulate and implement individualized plans of care for clients and families.
5. Incorporate moral, ethical, economic, and legal issues in provision of nursing care to clients and families.
6. Assess the relationship between growth and development and other health issues.
7. Collaborate with families experiencing health stressors surrounding acute and complex needs of women and children as well as the normal processes of labor, birth, and the postpartum period.
8. Relate risks, health seeking behaviors, pharmacology, family situations, morbidity and mortality, and end of life issues to neonates, children, adolescents, and women with complex health needs.
9. Implement developmentally appropriate teaching strategies for women and children.
10. Collaborate with the interdisciplinary healthcare team respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of women, children, and families with complex health needs.

Differentiated Essential Competencies (DECs)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DECs serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards.
Please refer to the Texas BON website for additional information
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

Unit Objectives

UNIT I: Getting Started

Getting to Know the Course
1. Describe the elements of the syllabus.
2. Participate in the navigation of this course.
3. Discuss the discussion board rubric.
4. Describe the technology requirements for this course.
Getting Organized
1. Describe the elements of time management.
2. Compile a complete 2-week calendar in an organized layout which includes assignments, due dates, and life activities.

UNIT II: Foundations for Study and Exam Success

Foundations for Study and Exam Success

1. Identify the three major ways to take lecture notes and select the method that is most effective for them.
2. Summarize content readings in order to determine the main points of the material.
3. Identify the different types of NCLEX-style questions and the keywords used in each.
4. Use keywords within exam questions to determine context and to help in the process of elimination.

UNIT III: Stress Management and Civility

Stress Management and Civility

1. Discuss the meaning of civility, and why it matters in the nursing profession.
2. List specific classroom norms which demonstrate civil practice.
3. Identify stressors associated with nursing school, and ways to improve resiliency to such stressors.

UNIT IV: Medical Terminology

Medical Terminology Course

1. Complete all Medical Terminology Modules.
2. Distinguish between the various terminology in the body systems.
3. Classify the parts of terminology.
4. Describe terms in the body systems.
UNIT V: Research and Professional Writing

Research and Professional Writing

1. Access nursing databases in order to perform a topic inquiry.
2. Demonstrate how to effectively use Boolean operators in order to filter search results.
3. Identify the most common works included within a reference list, and their proper APA format.
4. Construct correct citations for books, academic journals, and additional electronic media using varying information provided (e.g., editors, DOI numbers, etc.).
5. Define plagiarism and the proper use of in-text citations in order to provide appropriate credit.

Unit VI: Nursing Theory

Theories in Nursing

1. Discuss major theories in nursing and their impact on the nursing profession.
2. Demonstrate the application of theory to practice in regard to the nursing process.
3. List the key components of the Nursing Metaparadigm and give examples of their role in nursing practice.

Unit VII: Ethical Considerations

Ethics in Nursing

1. Define common terms used within healthcare ethical discussions.
2. Discuss the role of ethics within the nursing profession.
3. Identify common ethical dilemmas and steps to approach such problems.
4. Demonstrate the application of the Nursing Code of Ethics in everyday practice.
5. Define the nursing scope of practice and the standards of nursing care.
6. Differentiate patient care activities that are appropriate to delegate and those limited to a registered nurse.

COURSE REQUIREMENTS

Grading Policy

EVALUATION and GRADING CRITERIA
It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript.

Policy 1.7:
1. Rounding is confined to the final course grade. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

BSN and RN-BSN GRADING SCALE:
90-100 = A
80-89 = B
75-79 = C
Less than 75 = F

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Percentage (or Points)</th>
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<tbody>
<tr>
<td>Medical Terminology Modules:</td>
<td>20%</td>
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<tr>
<td>Module Assignments/Discussion Boards/Quizzes</td>
<td>20%</td>
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<tr>
<td>Theorist Presentation:</td>
<td>20%</td>
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<tr>
<td>Ethics Class Discussion:</td>
<td>20%</td>
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<tr>
<td>Final Project:</td>
<td>20%</td>
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Total 100%

See the course calendar for due dates. See online modules for descriptions of assignments.

Medical Terminology Modules
Medical terminology is crucial for student nurses to care for their clients. This course includes 17 separate assignments with a pretest and final exam. The pretest is part of the average for this assignment. These assignments are to be completed each week. They are offered online through a separate course login. Each student is responsible for completing the pretest, 15 assignments, and the final exam. These are totaled to be 20% of the final grade.

Module Assignments/Discussion Boards/Quizzes
Many modules will contain a weekly assignment (e.g., discussion boards, quiz, etc.), and will be related to the content within that module. Each of these assignments will be due as listed on the course tentative calendar. Please refer to the course calendar for specific module dates.
The discussion board (DB) feature in Brightspace is an online discussion forum in which students and faculty can communicate asynchronously. A rubric for how the discussion postings will be graded is provided under “Getting Started.”

Each student is responsible for participating in the discussions on the assigned weeks. Participation will include posting an initial response to questions posed by the instructor, as well as one additional response to a peer of their choice. Responses that are designated to need a reference must be included in APA format. Participants should plan on entering the discussion forum several times a week in order to read and comment on others’ postings. This allows other participants to have an opportunity to comment prior to the deadline. See the rubric for additional details.

The quality of the response is as important as quantity. Participants’ comments should be added to the discussion. Note: when posting to the discussion area, please type your comments directly into the discussion. Do not type your comments into a document and then attach a file; this method is difficult for some to access. You may type your comments into a Word document, then copy and paste them into the DB.

**Theorist Presentation**

Students will create an electronic presentation over an assigned theorist. This will be a partnered assignment. Theorists and partners will be assigned. (see Calendar). Additional directions, requirements, and the grading rubric can be found in Unit Six. The recommended formats for theorist presentation are PowerPoint with voice-over, PowerPoint with Zoom as a way to present and record, or Google Slides. If the student chooses to use another platform it is the student's responsibility to ensure the presentation is in a format the instructor can view. In the event the instructor cannot open the assignment, the student will be allowed to resubmit the assignment with a 10-point deduction. If the resubmission is not able to be viewed by the instructor, the students will earn a zero for this assignment. The instructor will not attempt to open a student’s submission before the due date to ensure the presentation can be viewed.

**Ethics Discussion**

This assignment will be used to discuss content from the ethics module content, as well as the article included within the unit. This assignment is intended to discuss ideas in a safe and open-minded forum. Students are encouraged to answer prompts from the instructor honestly, as well as express their views and opinions. However, prior content preparation will be required to participate fully.

Students are required to attend and participate in the class discussion. Additional assignment criteria and the associated article can be found in Brightspace. The lack of attendance to this face-to-face discussion will result in the student having to complete a lengthy alternative assignment on this topic which is due in one week once assigned.

**Final Project**

Each student is responsible for creating and presenting their case study to their fellow peers. Each student will choose from a list of medical conditions. The student is to research and create a presentation with criteria noted in the instructions. Topics are first come, first serve. Students will be required to attend their assigned presentation block and will also submit a peer evaluation form on their assigned peer. Additional directions, a list of topic choices, and the grading rubric can be found under the “Final Project” module in Brightspace.
Late work: Late submissions of assignments will result in a ten percentage point deduction per day. Assignments will not be accepted after five days unless approved by the instructor.

Classroom attendance

Refer to SON Policies. Students are adult learners. Therefore, it is up to the student to decide whether to attend class or not. However, we recommend that students attend class regularly. Students are responsible for all materials assigned and/or presented in each class, any information presented by their classmates, and all announcements (verbal and email/Brightspace). Students absent related to school sponsored events must follow HOP 04-110: Institutional Absences. An attendance sign-in sheet is provided for each student to sign in each class that is face to face. Students must sign in before the end of class- before the instructor takes up the sign-in sheet. Attendance, that is not marked by the student, after the end of class will not be counted- including an email from the student- stating they were in class.

*Students who have perfect attendance for the face-to-face class times, will receive 2 extra points to their final grade.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for
another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Artificial Intelligence
Artificial intelligence (AI) programs, including but not limited to ChatGPT, may be employed to enhance learning experiences, research, or assignments, provided it aligns with the guidelines established by the institution. It’s imperative to remember that AI should supplement and not substitute critical thinking. Use of AI or any automated tools is permissible only when explicitly authorized by the instructor for a specific assignment or task. Unauthorized use may result in penalties as outlined in The Code of Student Conduct and Academic Integrity.

Evaluations
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

Brightspace
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password.
http://d2l.sfasu.edu

What are the technical requirements to use the system?
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

How do I get technical help?
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu
**Withheld Grades Semester Grades Policy (5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**DeWitt School of Nursing Policies**
To access the SON’s student policies, follow this link: [http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies](http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies)

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
NUR 3205 Course Calendar for
Spring Semester 2024

This calendar is tentative and may be changed if necessary.

*All assignments are due in the assigned dropbox by 2300. Unless the assignments are group projects, all work is individual work. The student is to follow the academic honesty policy of the university. All Assignments must be the student’s work. The use of AI (Artificial Intelligence is not considered original work). It is explicitly not allowed for use as a student’s original work on any assignment for this course."

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Week 1/Unit 1 and Unit 4</td>
<td>Getting Started</td>
<td>Review Syllabus</td>
</tr>
<tr>
<td></td>
<td>Face to Face</td>
<td>Medical Terminology</td>
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<td></td>
<td>1/23 @ 1515-1715</td>
<td>Review this software: Medical Terminology by Body System</td>
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<td>Time Management Lecture</td>
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</table>

**What’s due?**
Medical Terminology Pretest by 2300 today! This pretest counts are part of your Medical Terminology grade!

**Homework:**
Read Ch. 3 before completing this:
Life management calendar assignment: due on 2/06 by 2300-in the drop box.

Medical Terminology Module 1 Introduction

**Prepare for the next class day:**
Read Test success- come to class ready to discuss this and practice.
Chapter 2-pages. 14-17 only, & Chapters 4, 5, 7 & 8
<table>
<thead>
<tr>
<th>Week 2/Unit 2</th>
<th>Foundations for Study and Exam Success</th>
<th>Medical Terminology</th>
<th>Testing Taking Strategies Day 1</th>
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<tbody>
<tr>
<td>Face to Face</td>
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<td>1/30</td>
<td>1515-1715</td>
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**What’s due?**
Medical Terminology Module 1 - Introduction

**Homework:**
- Medical Terminology Module 2 - Suffixes

**Prepare for the next class day:**
Review the material in Brightspace on Test Taking Strategies.

<table>
<thead>
<tr>
<th>Week 3/Unit 2</th>
<th>Foundations for Study and Exam Success</th>
<th>Test Taking Strategies Day 2</th>
<th>Medical Terminology</th>
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<tbody>
<tr>
<td>Face to Face</td>
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<td>2/6</td>
<td>1515-1715</td>
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**What’s due?**
Medical Terminology: Module 2

**Homework:**
- Medical Terminology: Module 3 - Suffixes

**Prepare for the next class day:**
Unit 3 Stress Management

<table>
<thead>
<tr>
<th>Week 4/Unit 3</th>
<th>Stress Management and Civility</th>
<th>Day 1 - Why Civility Matters</th>
<th>Medical Terminology</th>
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<tbody>
<tr>
<td>Face to Face</td>
<td>Medical Terminology</td>
<td>Promoting Civility as a</td>
<td>2/13</td>
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<td>Student</td>
<td>1515-1715</td>
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**What is due:**
Medical Terminology: Module 3

**Work on this:**
Medical terminology Assignments: Modules 4- Prefixes and 5 Universal Elements

**Prepare for Class:**
- Reading Assignment: Unit 4
- Academic Writer Learning APA format

**Homework:**
- Medical Terminology Assignments: Modules 4 and 5
<table>
<thead>
<tr>
<th>Week 5/Unit 3</th>
<th>Stress Management and Civility</th>
<th>Day 2 - Why Civility Matters Promoting Civility as a Student Incivility and Stress: What’s the Link? Medical Terminology</th>
<th>What’s due: Civility Quiz due today by 2300; Medical Terminology Assignments- 4 and 5. Work on This: Read the APA information in the module and come prepared for a quiz. Medical Terminology Assignment: Module 6</th>
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<tbody>
<tr>
<td>2/20 Face to Face 1515-1715</td>
<td>Medical Terminology</td>
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<tr>
<td>Week 6/Unit 5</td>
<td>Research and Professional Writing</td>
<td>Academic Writer: Learning APA format</td>
<td>What’s due: Discussion Board “Integrity in Nursing” March 19th by 2300. Medical Terminology Module 6 Work on this: Discussion Board “Integrity in Nursing” Due by March 19th by 2300. Read the module on Ethics and read and digest the PAS- article and come to class ready to discuss the ethical implications.</td>
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<tr>
<td>2/27 Face to Face @1515-1715</td>
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<tr>
<td>Week 7: Unit 6 3/05 @1515-1715 Face to Face</td>
<td>Ethics Medical Terminology</td>
<td>Ethical discussion Revie: Discussion Board Rubric, Theory Project and discussion boards.</td>
<td>What’s due: Bring Questions on the Theory Project Preparation for ethical discussion Medical Terminology Module 7 See Theory Project guidelines and meet the partner.</td>
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<td>Week 8 3/11-3/15 Spring Break</td>
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<td>Week 9 3/19 Online: Asynchronous</td>
<td>Nursing Theory Medical Terminology</td>
<td>Nursing Theory Medical Terminology</td>
<td>What’s due: Discussion Board Integrity in Nursing by 2300. Medical Terminology Module 8 (See Partners for theory project in Nursing Theory Module) Work on this:</td>
</tr>
<tr>
<td>Week 10 3/26</td>
<td>Nursing Theory Medical Terminology</td>
<td>Nursing Theory Medical Terminology</td>
<td>What's due: Nursing Theory Discussion Board by 2300 Medical Terminology Module 9 Homework: Research and create the Final Project Medical Terminology Module 10 Work on this: Theorist Project.</td>
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<tr>
<td>Week 11 4/02</td>
<td>Nursing Theory Medical Terminology</td>
<td>Nursing Theory Medical Terminology</td>
<td>What's due? Nursing Theory Partner Project Due today, by 2300 Work on this: Note: Sign up for the final project topic via Google doc (see “Final Project” instructions Medical Terminology Module 11</td>
</tr>
<tr>
<td>Week 13 4/16</td>
<td>History of Nursing</td>
<td>History of Nursing Module Final Project Medical Terminology</td>
<td>What's due? Nursing History Discussion Board by 2300 Medical Terminology Modules 12 and 13</td>
</tr>
</tbody>
</table>
| Week 14  
4/23 | **Work on Final Project Presentations** | Questions on Final Project Medical Terminology | **What’s due?**
Medical Terminology Modules 12 and 13
Look for Final Project Schedule in Brightspace

**Homework:**
Medical Terminology: Modules 14 and 15 |
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<td><strong>Face to Face</strong></td>
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| Week 15  
5/30 | Final project Presentations Each student should expect to stay in the 2-hour time slot they are assigned. | Final Presentations to be presented to peers Face to Face. | **What’s due?**
Medical Terminology Modules 14 and 15
Peer evaluations are due before the student leaves the room.
Course/ instructor evaluations due
Course/ instructor evaluations due

**Work on this:**
Study for Final Medical Terminology Final |
| **Face to Face**  
8am-6pm | | | |
| Week 16  
Final's Week 5/7 until all students have completed. | Final project Presentations Each student should expect to stay in the 2-hour time slot they are assigned. | Final Presentations presented to peers Face to Face. | **Work on this:**
Study for Final Medical Terminology Final |
| **Final's Week 5/9** | Medical Terminology Final Exam | Medical Terminology Final Exam | Medical Terminology Final Exam: **Due Thursday, May 9th by 2300.** |

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