



A POLYTECHNIC INSTITUTION

Course Outline

School of Health Sciences
Program: Bachelor of Science in Nursing
Option:

NURS 1020 **Clinical Techniques 1 – Laboratory**

Start Date:	August, 2007	End Date:	December, 2007
Total Hours:	52	Total Weeks:	17
Hours/Week:	3	Lecture:	1
		Lab:	2
Term/Level:	1	Course Credits:	3.5
Shop:		Seminar:	Other:

Prerequisites

Course No.	Course Name
None	

NURS 1020 is a Prerequisite for:

Course No.	Course Name
NURS 2020	Clinical Techniques 2 – Laboratory
NURS 2030	Nursing Practicum 2

NURS 1020 is a Corequisite for:

NURS 1030	Nursing Practicum 1
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• **Course Description**

This course presents basic nursing skills related to hygiene, relaxation therapies and therapeutic touch, movement and rest, feeding, oxygen use, voiding, bowel care, and oral and topical medications. **Emphasis** is placed on student understanding of the purpose of the skill, focused assessment related to the skill, as well as the safe and confident performance of the skill. The communication and research aspects of the skills are also included. Student independent and laboratory practice, demonstrations and examinations are part of the course.

Clinical Techniques 1 — Laboratory facilitates student learning of particular hands-on nursing skills used in professional nursing practice.

• **Evaluation**

Multiple choice exam (midterm)	25%
Med-Math exam	0%
Multiple choice exam (final)	35%
Skill demonstration	20%
Research activity	20%
TOTAL	100%

- Students must achieve a 50% average between the two multiple choice / short answer exams in order to achieve credit for this course.
- Students must achieve 100% on the Med-Math exam to give medications in clinical (NURS 1030)
- All assignments must be completed to achieve a passing grade.
- Students are expected to spend at least 3 hours of self directed skills practice over the course of the term

- **Course Learning Outcomes/Competencies**

Upon successful completion, the student will be able to:

1. prepare a focused assessment of the patient related to the skill.
2. describe the safety principles for all hands-on nursing skills.
3. describe the purpose of the skills to the patient.
4. demonstrate selected skills safely and confidently while maintaining patient comfort.
5. demonstrate the communication aspects of hands-on nursing skills.
6. demonstrate responsibility for attaining and maintaining a safe level of skill performance.
7. think and reflect about nursing skills by:
 - 7.1 demonstrating awareness of the research base associated with the skills.
 - 7.2 recognizing the real potential risks associated with the skills.
 - 7.3 making judgements about the skill considering the context.

- **Verification**

I verify that the content of this course outline is current.

J Campbell
Authoring Instructor

May 09, 2007
Date

I verify that this course outline has been reviewed.

Jain Verner
Program Head/Chief Instructor

May 09, 2007
Date

I verify that this course outline complies with BCIT policy.

Sheema
Dean/Associate Dean

May 11/07
Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

• **Instructor(s)**

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• **Learning Resources**

Required:

1. A clinical skills text.
Perry, A.G., & Potter, P.A. (Eds.). (2006). *Clinical nursing skills and techniques* (6th ed.). St. Louis: Mosby, Inc.
2. A nursing fundamentals text
Ross-Kerr, J.C. & Wood, M.J. (Canadian Eds.). (2006). *Canadian fundamentals of nursing* (3rd ed.) Toronto: Mosby.
3. College of Registered Nurses of British Columbia. (March, 2003). *Administration of medications*.
4. Nursing 1020 — Student Lab Manual.

Optional:

1. A math for medications book.

Boyer, M.J. (2006). *Math for nurses: a pocket guide to dosage calculation and drug preparation* (6th ed.). Philadelphia: Lippincott Williams & Wilkins.

Supplemental:

The following textbooks are compulsory for other courses but will be used as a supplement to NURS 1020.

1. Jarvis, C. (2003). *Physical examination and health assessment* (4th ed.). Philadelphia: Saunders.
2. A medical-surgical nursing text.

Black, J.M., & Hawks, J. (2005). *Medical-surgical nursing: Clinical management for positive outcomes* (7th ed.). Philadelphia: Saunders.
3. A medical dictionary.
4. A laboratory test and diagnostic procedures text.

Recommended:

Gulanick, M., et al. (2003). *Nursing care plans: Nursing diagnosis and intervention* (5th ed.). Philadelphia: Lippincott.

Information for Students

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/~presoff/5002.pdf>.

Attendance/Illness:

In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. Prolonged illness of three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

- Regular attendance in lecture, seminars, and laboratory periods is required of all students. If a student is absent **for any cause other than illness** for more than ten percent (10%) of the time prescribed for any subject, he/she may be prohibited from completing the course (4.07.10 BCIT Policy Manual).
- If a lecture and/or laboratory period is missed, the student is responsible for the content of the class. The skill must be learned and practiced prior to performing the technique in the clinical area. The student must discuss with the course instructor how he or she plans to learn this content and notify their clinical instructor of the plan. This must be completed within an appropriate time (usually a week).
- **Makeup Tests, Exams or Quizzes:**
There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Academic Misconduct:

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

Cheating, Fabrication, Plagiarism and/or Dishonesty:

- **First Offense:** Any student in the School of Health sciences involved in an initial act of academic misconduct - **cheating, fabrication, plagiarism and /or dishonesty** will receive Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.
- **Second Offense:** Any student in the School of Health Sciences involved in a second act of academic misconduct – **cheating fabrication, plagiarism and/or dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or unsatisfactory (U) in the course, and the Associate Dean will recommend to the BCIT Vice-President, Education and / or President, that the student be expelled from the program.

Attempts:

BCIT Nursing Program Student Guidelines, Policies and Procedures which are located online at <http://www.bcit.ca/health/nursing/> state: Applicants who have any combination of two instances of withdrawal or failure in a Nursing Theory course will be readmitted to the program "with written permission from the Associate Dean, who will detail any special considerations. Applicants who have any combination of two instances of withdrawal or failure in any Nursing Practicum course (s) for academic or performance reasons, will not be readmitted to the program".

Accommodation:

Any student who may require accommodation from BCIT because of physical or mental disability should refer to BCIT's Policy on Accommodation for Students with Disabilities (Policy #4501), and contact BCIT's Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest time. Requests for accommodation must be made to the Disability Resource Center, and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason) should also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

Course Outline Changes:

The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

Note:

1. Course delivery and evaluation methods will be discussed during the first week of the class.
2. Clinical techniques will be practiced during laboratory periods and tested at specific times on the class schedule. These are noted on the class schedule.
3. Unforeseeable circumstances may necessitate the alteration of course content, sequencing, timing or evaluation. As much as possible, students will be given adequate notice of such changes.

Process Learning Threads:

This course facilitates student growth in relation to these graduate outcomes.

Professionalism: Students begin to develop an understanding of the professional nurse's role regarding technical skills. They apply standards of practice, assessment knowledge and clinical judgement when implementing skills.

Communication: Students thoughtfully discuss clinical techniques verbally and in writing. They dialogue with colleagues and teachers in the process of learning. They learn to share information about skills with people.

Systematic Inquiry: Students think and reflect about nursing skills appreciating the research base, recognizing the real and potential risks associated with the skills and making judgments about the skill considering the context. Students learn to critique research on technical skills and develop a poster explaining their critique.

Professional Growth: Students take responsibility for their learning and for preparing information for classes that is accurate and relevant. They take responsibility for attaining and maintaining a safe level of skill performance. Also, they are responsible and accountable for their actions.

Creative Leadership: Students identify agency policies for technical skills prior to performing them. They are able to set priorities for technical skills and become confident in performing them. They understand the safety aspects of technical skills so they can identify when they should not be performed.

Process Threads cont.:

Technical Skills: Students anticipate skills to be performed and prepare and organize themselves to perform them. They maintain patient and own safety when performing skills. The specific skills included are:

- medical asepsis, universal and isolation precautions, assistive devices, restraints.
- feeding, mouth care, special mouth care, oral suctioning, dental care.
- body mechanics, transfers.
- hygiene — bed bath, perineal care, catheter care, condom care, bedpans, urinals, incontinent briefs.
- bed making, back massage.
- positioning, hazards of immobility, range of motion, transparent clean dressings.
- medications — oral medications, topical medications, inhaled medications, anorectal interventions, oxygen therapy.
- collection of samples, intake and output.
- therapeutic touch / relaxation therapies

Assignment Details

1. Students must achieve a 50% average between the midterm exam and the final exam in order to achieve credit for the course.
2. Students must achieve 100% on their Med-Math exam to give medications in clinical (NURS 1030). Those not receiving 100% will be given the opportunity to rewrite the exam until they are successful. Each attempt after the initial exam will be scheduled with the clinical techniques instructor.
3. All lab manual assignments must be completed to receive credit for the course. Late assignments, lab reports or projects will **not** be accepted for marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.
4. Students will be expected to spend 3 hours practicing skills during open lab time over the course of the term. This will be monitored and students may be asked to hand in self reports throughout the term.
5. A **skill testing demonstration** is worth 20% of the students' final grade and is marked out of 20. The demonstration of specific techniques will be graded satisfactory/unsatisfactory according to criteria on a checklist. If all criteria are met the student receives a satisfactory and will be granted 20/20 marks. If the student misses one critical area they will receive a portion of 20 marks and not be asked to retest. One opportunity to retake this test will be offered if the student misses many critical areas or misses many of the non critical criteria. If the second demonstration is satisfactory, the student will be awarded 10/20 marks. If neither the first nor the second demonstration is satisfactory, the student will receive 0/20. For all techniques demonstration tests, the student will be asked to perform the technique as well as answer questions about the particular technique being demonstrated. More information will be given out in class closer to the time of the testing.

6. **Research Activity**

Groups of 5–6 students from the same set will work together to complete this assignment. This research assignment is worth 20% of the final grade.

The group will identify a *clinical technique* or related issue to a *clinical technique* taught in NURS 1020, investigate current knowledge, thinking and research significant to this technique or related issue. Students in the group will conduct an investigation by:

- reviewing current research literature.
- comparing nursing textbook information with research reported in nursing journals.
- reviewing appropriate hospital documents, e.g., policy and procedure manuals.
- reviewing CRNBC discussion papers.
- interviewing a practicing nurse and/or client.

By following these steps each student should be able to locate a research article related to the group's topic of interest.

Once each student has chosen a research article, he or she will:

- Analyze the research article by looking at the critical components essential to a research study. These criteria will be discussed in class. As a group decide which research article best conveys and is the most applicable to their research question.
- Once one article is chosen the group will convey research findings to their classmates in a **poster** presentation format. It must meet the recommended criteria for a poster presentation.
 1. Each group will have 15 minutes to complete their presentation and have 5 minutes to answer questions.
 2. Marks are assigned based on three criteria for both the presentation and poster. The distribution of marks is outlined for you. A more detailed outline is provided in the student lab manual.
 - Content presented should reflect the thinking of a beginning researcher. The thinking shows familiarity with the research process. A question or problem is clearly identified and is relevant to nursing practice. The poster should describe the sample studied, the method and tools used and a data analysis. A summary and conclusion should be clearly stated. Implications of research findings for nursing practice are identified and discussed. Ideas for further research are identified. The presentation should comment on the content of the article as above, but also comment on the other research studies that the group discovered during their search for information.
 - Organization - ***The research study must relate to the skills you have learned in this course.*** Information is presented in a logical and orderly manner. A systematic approach to gathering evidence is evident. Language used is clear and precise, condensed and is free of jargon, vagueness and ambiguity. Research nursing and medical terms are defined for the audience (Level 1 Nursing students).
 - Creativity refers to the visual impact the poster elicits. The research findings should be presented in an interesting, stimulating and thought-provoking manner on both the poster and during the presentation.
 3. ***A reference list must be submitted along with a copy of the research paper that is to be left beside the poster.*** APA style of referencing is utilized. All printed and oral (interviewee) sources of information must be acknowledged and included in the reference list by the assignment deadline.

- A class day will be scheduled for students to present and share information about the research topic. Faculty and students from the other levels will be invited to attend.
- The grading of this assignment will be the responsibility of your clinical techniques instructors. Students may request one review of their assignment mark. This may involve a meeting with the instructors and students involved in the assignment.

Schedule

Week of/ Number	Indicators/Material Covered	Reference/Reading
Aug. 16 Week 1	<p>Introduction to Clinical Techniques 1</p> <ul style="list-style-type: none"> • Overview of course content, course outcomes, relevant process threads • Discussion of course delivery methods • Discussion of course requirements and evaluation methods <p>Concept and Principles of Medical Asepsis</p> <ul style="list-style-type: none"> • Hand washing • Clean gloving • Gowning <p>Standard Precautions (Routine Precautions)</p> <ul style="list-style-type: none"> • Universal precautions • Body substance precautions • Modes of transmission <p>Assistive Aids and Devices</p> <ul style="list-style-type: none"> • Transfer belt for assisting patients to walk <ul style="list-style-type: none"> – crutches – canes – walkers <p>Restraints</p> <ul style="list-style-type: none"> • Chemical • Physical • Environmental • Alternatives to restraints 	<p>Readings: Clinical Nursing Skills and Techniques text Nursing Fundamentals text</p> <p>Articles: NURS 1020 – Student Manual</p> <p>In Class: Videos</p> <p>Practice Activities: During this session you will practice hand washing, clean gloving, masking and gowning, assisting with ambulation and utilizing assistive devices and restraints.</p> <p>Next Week in Practicum: Locate and read your practicum areas infection control policy.</p>

Week of/ Number	Indicators/Material Covered	Reference/Reading
<p>Aug. 23</p> <p>Week 2</p>	<p>Feeding Nutritional intake/Types of diets Measuring and monitoring intake Feeding techniques</p> <ul style="list-style-type: none"> - Dysphagic patient - Deficits such as blindness - Confused patient <p>Mouth Care Routine mouth care Special mouth care Oral suctioning related to mouth care (Yaunker or Tonsillar suctioning using clean technique) Denture care</p>	<p>Readings: Clinical Nursing Skills and Techniques text Nursing Fundamentals text</p> <p>Articles: See NURS 1020 – Student Manual</p> <p>In Class: Lecture Video</p> <p>Assignment: Complete the three scenarios prior to class.</p> <p>Practice Activities: In groups of two, you will brush each other's teeth. Please bring your toothbrush and toothpaste. Three different clinical scenarios present opportunities to perform focused assessments and feed patients with various disabilities. Come prepared to play the role of the patient as well as the nurse.</p>

Week of/ Number	Indicators/Material Covered	Reference/Reading
<p>Aug. 30</p> <p>Week 3</p>	<p>Mobility</p> <p>Concepts and principles of mobility</p> <p>Body mechanics</p> <p>Criteria to assess in a patient before transferring</p> <p>Moving patient up in bed</p> <p>1-person pivot transfer</p> <p>Bed to stretcher</p> <p>Assist to sitting position — dangling</p> <p>WHIMS</p>	<p>Readings:</p> <p>Clinical Nursing Skills and Techniques text</p> <p>Nursing Fundamentals text</p> <p>Articles:</p> <p>See NURS 1020 – Student Manual</p> <ul style="list-style-type: none"> • Complete WHIMS worksheet <p>In Class:</p> <p>Video – Transfers</p> <p>Practice Activities:</p> <p>In groups of three, you will practice and evaluate partner's performance with mobilizing patients, and maintaining proper body mechanics.</p>

Week of/ Number	Indicators/Material Covered	Reference/Reading
<p>Sept. 6</p> <p>Week 4</p>	<p>Positioning Dorsal recumbent (supine) Lateral Semi-prone Fowler's – Semi-Fowler's (45–60E) – High Fowler's (> 60E) Prone Assisting patients with bedpans and urinals</p> <p>Hazards of Immobility Clean dressing changes (transparent dressings for Stage I and II decubitus ulcers)</p> <p>Range of Motion Exercises (ROM) Passive range of motion exercises Active ROM exercises</p>	<p>Readings: Clinical Nursing Skills and Techniques text Nursing Fundamentals text</p> <p>Articles: See NURS 1020 – Student Manual</p> <p>Practice Activities: In groups of two, you will practice passive ROM exercises, place your partner in the five positions, and on a bedpan. You will also apply a clean dressing to your partner's hand</p>

Week of/ Number	Indicators/Material Covered	Reference/Reading
<p>Sept 13</p> <p>Week 5</p>	<p>Hygiene Practices Bed bath (complete or partial)</p> <p>Tub bath Eye care Hair care Nail care Shaving Perineal care Catheter care Condom care Incontinent briefs</p> <p>Touch Therapy Back massage</p> <p>Occupied Bed Making</p>	<p>Readings: Clinical Nursing Skills and Techniques text Nursing Fundamentals text</p> <p>Articles: See NURS 1020 – Student Manual</p> <p>Practice Activities: Come prepared to practice a bed bath and making an occupied bed. A scenario involving catheter care will be set up.</p>
<p>Sept. 20</p> <p>Week 6</p>	<p>No NURS 1020 class due to Assessment Skill Performance Testing.</p>	<p>Friday, September 21th Midterm Exam Time : 1330 – 1530 Place : SE 12 Room 412</p>

Week of/ Number	Indicators/Material Covered	Reference/Reading
<p>Sept. 27</p> <p>Week 7</p>	<p>Medications Part 1</p> <ul style="list-style-type: none"> • Legal aspects of drug administration • Foundations for administering medications <ul style="list-style-type: none"> – Medication orders – Medication knowledge and calculations – Focused assessment – Medication preparation, e.g., 3 checks – Health protecting strategies, e.g., 7 rights – Documentation (Chart, MAR) <p>Administering oral medications</p>	<p>Readings: Clinical Nursing Skills and Techniques text Nursing Fundamentals text Boyer's Med-Math text BCIT student policies related to medication administration – on line CRNBC - Administration of Medications.</p> <p>Article: See NURS 1020 – Student Manual</p> <p>In Class: Lecture</p> <p>Practice Activity: One clinical scenario presents opportunities to perform a focused assessment, prepare and administer oral medications</p>

Week of/ Number	Indicators/Material Covered	Reference/Reading
<p>Oct. 4</p> <p>Week 8</p>	<p>Medications Part 2</p> <p>Routes of drug administration</p> <ul style="list-style-type: none"> – Oral-narcotic medications (controlled drugs) – Topical (skin and mucous membranes) <ul style="list-style-type: none"> < Special eye care < Transdermal patches < Powders < Creams < Ungt < Pastes < Suppositories <p>Focused assessments</p> <p>Documentation</p> <p>Medication errors</p> <ul style="list-style-type: none"> – Responsibilities <ul style="list-style-type: none"> < incident reports < focused assessment < documentation 	<p>Readings:</p> <p>Clinical Nursing Skills and Techniques text</p> <p>Nursing Fundamentals text</p> <p>Boyer's Med-Math text</p> <p>BCIT student policies and hospital policies</p> <p>Articles:</p> <p>See NURS 1020 – Student Manual</p> <p>In Class:</p> <p>Video – Medication Error, A Closer Look</p> <p>Practice Activity:</p> <p>Different clinical scenarios present opportunities to perform focused assessments and prepare and administer oral and topical medications. Come prepared to play the role of both a patient and a nurse</p> <p style="text-align: center;">Med Math Exam</p> <p style="text-align: center;">Time – Thursday 0800</p> <p style="text-align: center;">Place – SE 12, Room 416/417</p>

Week of/ Number	Indicators/Material Covered	Reference/Reading
<p>Oct. 11</p> <p>Week 9</p>	<p>Medications Part 3</p> <ul style="list-style-type: none"> • Anorectal Interventions <ul style="list-style-type: none"> – Enemas <ul style="list-style-type: none"> < Cleansing < Oil retention < Carminative < Micro < Fleet < Medicated < Rectal suppository < Rectal disimpaction < Rectal check < Rectal tube < Preparation of bowel for diagnostic tests • Documentation 	<p>Readings: Clinical Nursing Skills and Techniques text Nursing Fundamentals text</p> <p>Articles: See NURS 1020 – Student Manual</p> <p>In Class: Lecture</p> <p>Practice Activity: <i>First hour:</i> Different clinical scenarios present opportunities to perform a focused assessment, prepare, administer and document an anorectal intervention to a mannequin. <i>Second hour:</i> Game — “Anorectal Jeopardy”</p> <p>Next Week in Practicum: Locate oxygen therapy equipment. Observe how nurses and respiratory therapists collaborate to provide care.</p>

Week of/ Number	Indicators/Material Covered	Reference/Reading
Oct. 18 Week 10	Medications Part 4 <ul style="list-style-type: none"> • Oxygen Therapy <ul style="list-style-type: none"> – Oxygen delivery devices – Cannula – Simple face mask – Venturi – Face tent • Mobilizing pulmonary secretions <ul style="list-style-type: none"> – Humidity therapy – Aerosol-nebulization therapy • Maintaining patent airway <ul style="list-style-type: none"> – Coughing techniques – Oral suctioning (review) • Maintaining patent airway • Oxygen saturation/oximetry • Focused assessments • Documentation 	Readings: Clinical Nursing Skills and Techniques text Nursing Fundamentals text Laboratory Diagnostics text Articles: See NURS 1020 – Student Manual In Class: Videos Practice Activities: Scenarios present opportunities to perform a focused assessment, administer oxygen therapy, insert an oral airway in a mannequin incorporating ABC assessments and perform oxygen oximetry.

Week of/ Number	Indicators/Material Covered	Reference/Reading
<p>Oct. 25</p> <p>Week 11</p>	<p>Intake and Output Monitoring Measuring Documenting Evaluating – Problems related to voiding Promoting voiding</p> <p>Specimen Collection Types – Urine < Routine urinalysis, 24 hour urine, double voided specimen, C&S – Stool < Occult blood, <i>C. difficile</i>, ova and parasite – Sputum – Throat – Vaginal – Eye – Ear</p> <p>Collection for screening for MRSA (review routine precautions) Use of reagent strips for testing urine</p>	<p>Readings: Clinical Nursing Skills and Techniques text Nursing Fundamentals text Laboratory Diagnostics text</p> <p>Articles: See NURS 1020 – Student Manual</p> <p>In Class: Lecture</p> <p>Practice Activities: In groups, you will rotate through four scenarios that will provide you the opportunity to perform focused assessments and collect a variety of samples.</p>

Week of/ Number	Indicators/Material Covered	Reference/Reading
Nov. 1 Week 12	Research and Nursing Skills/ Workplace Violence – Staying Safe / Critical Thinking	<p>In Class: Lecture</p> <p>Readings: Nursing Fundamentals text Pages 6–7 course outline Bring your research article related to a skill in the practice lab. See NURS 1020 – Student Manual</p> <p>Articles: See NURS 1020 – Student Manual</p> <p>Practice Activities: In groups, you will rotate through scenario's that will provide you the opportunity to perform focused assessments and skills learned in the course. The scenarios will challenge your critical thinking.</p>
Nov. 8 Week 13	Patients' Perspectives / Research Poster	<p>In Class: Guest speakers / DVD</p> <p>In Lab: Time provided to work on research poster presentations with groups</p>
Nov. 15 Week 14	Skill Testing Exam (A schedule for testing will be posted.)	
Nov. 22 Week 15	Research Projects – Poster Presentations	

Week of/ Number	Indicators/Material Covered	Reference/Reading
Nov. 29 Week 16	Alternative Therapies Therapeutic Touch / Relaxation Therapies All students write PBL exam in am All students for 1020 in SE 12 room 416/417 from 1230 - 1530	Articles: Nursing Fundamentals text See NURS 1020 – Student Manual In Class: Guest speaker – Janice Muir Practice Activity: With the direction of the guest speakers will get the opportunity to practice relaxation therapies and therapeutic techniques with each other
Exams Week 17	Final Multiple Choice and Short Answer Exam Date, time and place TBA	