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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: NURSING

Date Submitted: 2/10/2014

1b. Department/Division: Nursing

1c. Contact Person

Name: Jan Odom Forren

Email: jforr2@uky.edu

Phone: 859.323.6292

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year<sup>1</sup> Fall 2014

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: NUR 384-001

2c. Full Title: Introduction to Perioperative Nursing

2d. Transcript Title: Introduction to Perioperative Nursing

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

LABORATORY: 3

2g. Grading System: Pass/Fail

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** This course will introduce the student to the perioperative nursing process. Students will learn basic information about planning patient care for all three perioperative phases—preoperative, intraoperative, and postoperative. Class will meet for 4 hours (1 hour didactic; 3 hours lab) every other week for 8 weeks.

2k. **Prerequisites, if any:** NUR 301

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Fall,

**Will the course be offered every year?:** Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 10

7. **Anticipated Student Demand**

**Will this course serve students primarily within the degree program?:** Yes

**Will it be of interest to a significant number of students outside the degree pgm?:** No

If Yes, explain:

8. **Check the category most applicable to this course:** Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. **The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached:** Yes

## **Distance Learning Form**

**Instructor Name:**

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 384-001 NEW HCCC Review|20140127

SIGNATURE|JMETT2|Joanie Ett-Mims|NUR 384-001 NEW Undergrad Council Review|20140424

**Courses** | **Request Tracking**

### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

[Browse...](#)

Upload File

	ID	Attachment
Delete	3222	NUR 384-001 Syllabus_02-25-14.doc
<input type="button" value="First"/> <input type="button" value="1"/> <input type="button" value="Last"/>		

Select saved project to retrieve...

Get New

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of:  Submission Date: 2/10/2014
- b. \* Department/Division:
- c.
  - \* Contact Person Name:  Email:  Phone:
  - \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year
- e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Composition & Communications - II
- Inquiry - Humanities
- Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci
- Statistical Inferential Reasoning
- Inquiry - Social Sciences
- U.S. Citizenship, Community, Diversity
- Composition & Communications - I
- Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="text" value="1"/> Lecture	<input type="text" value="3"/> Laboratory <sup>1</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other			

If Other, Please explain:
- g. \* Identify a grading system:
  - Letter (A, B, C, etc.)
  - Pass/Fail
  - Medicine Numeric Grade (Non-medical students will receive a letter grade)
  - Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No
  - If YES: Maximum number of credit hours:
  - If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

This course will introduce the student to the perioperative nursing process. Students will learn basic information about planning patient care for all three perioperative phases—preoperative, intraoperative, and postoperative. Class will meet for 4 hours (1 hour didactic; 3 hours lab) every other week for 8 weeks.

## k. Prerequisites, if any:

NUR 301

i. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 10

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement<sup>1</sup> for ANY program?  Yes  No

If YES<sup>1</sup>, list affected programs:

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if apply 10.a above) are attached.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)   [Save Current Changes](#)

## NUR 384-001 SYLLABUS

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### UNIVERSITY OF KENTUCKY COLLEGE OF NURSING

**TITLE:** *NUR 384-001— Introduction to Perioperative Nursing*

**CREDIT:** 1 credit hour

**TIME AND PLACE:** OR Classroom HS 207

**INSTRUCTORS:** Nathan Bartley RN, BSN  
Perioperative Education Coordinator  
Room: HS 211  
Office: 323-6971  
Pager: 330-6472

Amy Wright, RN, BSN  
Perioperative Education Coordinator,  
Center for Advanced Surgery  
Room: G 356  
Office: (859) 323 - 8754  
Pager: (859) 330 - 6902

**CON FACULTY** Jan Odom Forren, PhD, RN, CPAN, FAAN  
**Of Record:** Email: [jan.forren@uky.edu](mailto:jan.forren@uky.edu)  
Office Phone: 859-323-6292  
Office: CON 535  
Office Hours: Call or email (preferable) for an appointment

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### **COURSE DESCRIPTION**

This course will introduce the student to the perioperative nursing process. Students will learn basic information about planning evidence based patient care for all three perioperative phases—preoperative, intraoperative, and postoperative. Class will meet 8 times during the semester—for 4 hours (1 hour didactic; 3 hours lab) every other week for 7 weeks and 1 hour didactic for the 8<sup>th</sup> week.

### **PREREQUISITES**

NUR 301

### **STUDENT LEARNING OUTCOMES**

After completing this course, the student will be able to:

1. Analyze the individual needs of a pre-surgical patient and identify client centered problems and safety risks specific to the perioperative arena.
2. Prepare an evidence based plan of care for all three perioperative phases.
3. Initiate and practice sterile technique.
4. Assist in airway management.
5. Describe in detail the intraoperative nursing steps for a basic surgical case.
6. Participate in interdisciplinary team collaboration as part of the surgical team.

**TEACHING/LEARNING METHODS**

Lecture and discussion  
 Small group activities  
 Computer applications

Required readings/writings  
 Hands on experience in the perioperative setting  
 Individual writing assignments

**REQUIRED TEXT**

Spry, C. (2009). *Essentials of perioperative nursing*, (4<sup>th</sup> ed.). Sudbury, MA: Jones and Bartlett Publishers

Petersen, C. (2010). *Perioperative nursing data set*, (3<sup>rd</sup> ed.). Denver, CO: AORN. (Will use instructor's copy; do not have to buy.)

**REQUIRED READINGS**

*Other articles may be assigned throughout the semester.*

**COURSE ASSIGNMENTS:**

1. Using the PNDS, identify three physiologic or emotional problems common to the typical surgical patient. Choose a surgical procedure and develop a plan of care which addresses those problems for all 3 perioperative phases. Due on the final day of class.
2. Write a journal entry about each O.R. observational experience. Content should include information about the procedure observed, the patient's medical and surgical history, the equipment used during each case, comments on interactions of the team members, and notes about any actual hands-on experiences that the student was able to do. Length should be one single-spaced typewritten page. Content, not grammar and punctuation, will be assessed.
3. Class will meet 8 times during the semester. There will be reading assignments for each of the first 7 class meetings. Students should come prepared with a question from the reading for class discussion.

**READING ASSIGNMENTS:**

- Class 1 – read Spry, Chapter 2. Prepare a question based on the reading.
- Class 2 – read Spry, Chapter 5. Prepare a question based on the reading.
- Class 3 – read Spry, Chapter 6. Prepare a question based on the reading.
- Class 4 – read Spry, Chapter 9. Prepare a question based on the reading.
- Class 5 – read Spry, Chapter 10. Prepare a question based on the reading.
- Class 6 – read the ASPAN Handout that will be distributed during the previous class and prepare a question based on the reading.
- Class 7 – read Spry, Chapter 11. Prepare a question based on the reading.

**EVALUATION**

Discussion questions for each class. Question may be about any issue from the reading that raised questions in the student's mind, e.g. personnel roles, procedures, equipment,	7 questions X 2 points each (2 = Brought question; 1=brought question that did not derive from actual observation experience or readings.	14% of grade
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## NUR 384-001 SYLLABUS

use of instruments.	0 = Did not bring question to class)	
Participation in lab. Students will be directed in activities by an R.N. instructor	4 points x 5 labs (Classes 2 – 6) = 20 points (4 = present and completes assigned task to best of ability; 2 = Not actively engaged in participation in lab; 0 = not present or did not complete task)	20% of grade
Journal entry for each OR experience. The entry should describe observations and participation in activities that week.	10 points each x 5 (Classes 2 – 6)= 50 points (10 = 1 single-spaced page; 5 = 50-75% single-spaced page; 0 = 0 – 25% single-spaced page)	50% of grade
Completed Nursing Care Plan which addresses three problems common to perioperative patients. Plan of care details assessment, intervention, and reassessment procedures for each problem.	16 points (16 = 3 problems addressed with assessment, intervention, and reassessment procedures all of which are written coherently and have relevance to perioperative patient care; 10 = 2 problems addressed with reasonable interventions both of which are written coherently and have some relevance to patient care; 5 = 1 problem addressed with an intervention, coherently written with some relevance to perioperative patient care; 0 = no problems addressed or problems listed but with no interventions)	16% of grade
		100 points = 100%

**GRADING SCALE** The official UK College of Nursing scale will be used.

Pass ( $\geq 76\%$  on 100 point scale)

Fail (< 76 on 100 point scale)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

## **ATTENDANCE**

Attendance at all lectures is required in order to participate in the associated labs and/or observation experiences. All 8 classes are necessary in order to pass this course. If special circumstances such as an unexpected death in the family necessitate an absence, the student will be required to complete a project to make up for the missed class. Since the classes meet only once every 2 weeks, missing more than one class will mean that the student does not pass the class. Students must be present in class to attain the class material through lecture and group participation necessary to understand and complete the activities and subsequently, the course.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **CLASS PARTICIPATION** includes:

1. Bringing required question for class discussion.
2. Participating in class discussion and laboratory/hand on experience.
3. Completion of class activities.

### **ACCOMODATIONS DUE TO DISABILITY**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

### **UNIVERSITY POLICY REGARDING CHEATING AND PLAGIARISM**

#### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism

## NUR 384-001 SYLLABUS

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in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **TEACHER/COURSE EVALUATIONS**

The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet the requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are required to access the Course Evaluation website to fill out evaluations or to decline the opportunity within the designated time frame. Students who don't visit the website within the designated time will receive an incomplete in

the course that will remain until the website is accessed. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is not a viable option.**

### **PROFESSIONAL BEHAVIORS**

Nursing students are expected to adhere to the Behavioral Standards in Patient Care and Health Sciences Student Professional Behavior Code. In addition, students are expected to prepare for and attend lecture. If you are going to be absent due to illness, notifying the course coordinator, in advance is an expected professional behavior. Notification of the professor includes notification by the student and a response by the professor that assures the message has been received.

### **CLASSROOM ACTIVITIES**

Students are expected to be prepared for each class and to actively participate in discussions and group activities. Class will begin promptly at the appointed time. Students are expected to be seated and attentive at this time. Our goal is for each of you to be successful in the College of Nursing. One way to achieve that goal is focused active learning in the classroom. Another is to remove known distracters/barriers to the learning process. Cell phones and use of computers in class are two of those barriers. Therefore **cell phones must be turned off** and put into your backpack or purse. It is inappropriate to have your cell phone on and/or to text, email, or talk on your cell phone in lecture. Any talking during class should be directed to the instructor and the entire class. Conversations among individual students, cell phones ringing, use of a computer, and text messaging during class will not be tolerated. Computers and/or telephones will be banned from the classroom if these guidelines are ignored. If the instructor believes that your behavior is disturbing other students, you will be asked to leave the classroom to prevent any interference with others' learning and receive an unexcused absence for the class period.

### **CODE OF PROFESSIONAL CONDUCT**

"The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual..." (p. 4). Principles of respect extend to all encounters, including colleagues. "This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others" (p. 9). (American Nurses Association Code of Ethics, 2001).

### **STUDY RESOURCES**

#### **First-Aid Fridays**

First-Aid Fridays is a weekly study hall for professional nursing students. ALL sophomore, junior, and senior nursing majors are encouraged to take advantage of this opportunity to study with peers. First-Aid Fridays happens each **Friday from 10 a.m.-3 p.m.** in the fourth floor simulation/lab skills center. Students can drop in for any part of or all of the time.

- Peer tutors for patho-pharmacology and nursing content review (They've been through it!)
- Teaching assistants to lead hands-on practice of clinical nursing and med-math skills
- Professional advisors to answer academic questions and guide you to success

Bring a friend or study group. "First-Aid Fridays" is a FREE, drop-in resource sponsored by the College of Nursing.

### **SECURITY TIPS AND STUDENT SAFETY**

(Adapted from the UK Police Department Web site: <http://www.uky.edu/Police/atwork.html>)

#### ***Safety Tips***

- Keep a cell phone with you. Include emergency notification numbers (e.g., police, taxi) in your cell phone.
- Always let someone know where you'll be, whether it's coming in late, working late, going to class/clinical, out to dinner or for the evening. If you have an accident, they will have an idea where you are and eventually come looking for you.
- Additional safety tips: <http://www.uky.edu/catspath/safety-tips.html>

#### ***Take a Look at Common Trouble Spots***

- Stairwells and out-of-the-way corridors – Don't use the stairs alone. Stairwells can be traps as well as a way to save time or get some exercise. Never enter a stairwell to escape pursuers or potential attackers. To an area where there are other people.
- Elevators – don't get into elevators with people who look out of place or behave in a strange or threatening manner. If you find yourself in an elevator with someone who makes you nervous, get off as soon as possible.
- Restrooms – Be extra cautious when using restrooms that are in isolated locations, poorly lighted or open to the public. Attackers can hide in stalls and corners.
- After hours – Don't work late alone. Create a buddy system for walking to parking lots or public transportation or use the escort service or ask security to walk you to your car.
- Parking lots or garages – Choose a well-lighted garage or parking space. Always lock your car and roll your windows up all the way. If you notice any strangers hanging around the parking lot, notify security or the police. When you approach your car, have the door key ready. Check the floor and back seats before getting in. Lock your car as soon as you get in...before you buckle your seat belt.

#### ***Campus Safety***

- "To ensure your safety and the safety of others at the University of Kentucky, you are encouraged to familiarize yourself with the crime prevention information on the police department's Web site, <http://www.uky.edu/Police>
- **University of Kentucky Police Department Emergencies: 911 (859) 257-1616 Free call from your cell phone ☐ #UKPD (#8573)**
- Safety Tips: <http://www.uky.edu/catspath/safety-tips.html>
- Safety Services: <http://www.uky.edu/StudentAffairs/VIPCenter/studentServices.html>

**NUR 384-001 SYLLABUS**

**Course Topic Outline and Schedule**

<b>DATE</b>	<b>TOPICS</b>	<b>Resources, Reading Assignments, &amp; Due Dates</b>
<b>Class 1</b>	Class 1: Introduction to the class; Roles of the perioperative nurse and introduction to the preoperative nursing phase. Content will include: assessment of preoperative patient, elements of the Surgical Care Improvement Plan, home medication and potential effect on surgical procedures, and planning intraoperative care. 1 hour lecture, 3 hours observation and hands-on experience in the preoperative area.	Syllabus review Spry, Chapter 2
<b>Class 2</b>	Class 2: Intraoperative nursing: Aseptic technique 1 hour lecture, 3 hours laboratory experience.	Read Spry, Chapters 5. Come prepared with at least one question for class discussion related to assigned reading.
<b>Class 3</b>	Class 3: Intraoperative nursing: Patient position, protecting skin integrity, intraoperative assessment. 1 hour lecture, 1 hour lab practice and 2 hours of observation in OR.	Read Spry Chapter 6. Come prepared with at least one question for class discussion related to assigned reading.
<b>Class 4</b>	Class 4: Intraoperative nursing: Surgical procedures and instrumentation. 1 hour lecture, 3 hours observation in the OR.	Read Spry Chapter 9.  Come prepared with at least one question for class discussion related to assigned reading.
<b>Class 5</b>	Class 5: Role of the Scrub Nurse. 1 hour lecture, 1 hour lab, 2 hours observation/hand-on experience scrubbed in the OR.	Read Spry Chapter 10.  Come prepared with at least one question for class discussion related to assigned reading.
<b>Class 6</b>	Class 6: Introduction to airway management. 1 hour lecture, 1 hour lab, 2 hours observation of anesthesia in the OR.	Read ASPAN Handout.  Come prepared with at least one question for class discussion related to assigned reading.
<b>Class 7</b>	Class 7: Postoperative Care: pharmacology of relevant medications, patient assessment, recognition of Phase I and Phase II stages of recovery, recognition of patient deterioration. 1 hour lecture, 3 hours observation	Read Spry, Chapter 11. Come prepared with at least one question for class discussion related to assigned reading.

NUR 384-001 SYLLABUS

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	and hands-on experience in PACU.	
<b>Class 8</b>	Class 8: Tying it all together—discussion of journal entries.  1 hour lecture. No lab.	Discussion of learning experience.