

Oakland University School of Nursing

Introduction to Professional Nursing Practice

**NRS 2311 (280)
CRN #10602**

Faculty:

**PATRICIA PETROULIAS, Ph.D., RN
Assistant Professor**

Winter 2018

COURSE NUMBER:	NRS 2311 (280) – CRN #10602		
CREDIT & HOUR ALLOCATION:	Credits	Hrs/Wks	Total Hours Semester
	Theory	4	4 x 14
			56
COURSE TITLE:	Introduction to Professional Nursing Practice		
CLASS TIME & LOCATION:	Friday, 9:00 am – 12:20 pm		
	125 Anton Frankel Center (AFC)		
	January 3, 2018 – April 25, 2018		
FACULTY OF RECORD:	Patricia Petroulias, Ph.D., RN		
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Hello and welcome to “Introduction to Professional Nursing”, your first nursing course in the Accelerated Second Degree program at Oakland University. This course is packed with information for nursing practice, so I recommend that you attend all face to face classes. If you are having difficulties with this course, please contact me at petroulias@oakland.edu as soon as possible so that we can work together to make your experience a success. Your best source of information for the course is the Moodle site.

Patti Petroulias RN, PhD

PREREQUISITES and/or COREQUISITES

Prerequisites: Admission to the Accelerated Second Program
 Co-requisites: NRS 281

COURSE OVERVIEW

This course will focus on the nursing process, applying principles of assessment, analysis, synthesis, clinical reasoning, and evaluation. In addition, health teaching, communication, principles of wellness, health promotion, and vulnerability across the life span will be presented. Finally, principles of evidence based practice will be discussed. This course will be offered in the first semester of the Accelerated Second Degree (ASD) program.

COURSE OBJECTIVES

1. Describe the role of nursing theory and standardized nursing language in guiding nursing practice.
2. Demonstrate clinical reasoning skills with the ability to recognize and comprehend components of the nursing process.
3. Identify relevant theories and principles underlying selected therapeutic interventions and their application/impact on culturally diverse and vulnerable groups' health and care for clients and their families.
4. Identify principles and theories of health education.
5. Explain the role of health education in wellness and health promotion care.
6. Describe the role of the professional nurse with regards to various forms of communication: Health Insurance Portability and Accountability Act (HIPPA) rules and regulations, documentation, Situation Background Assessment Recommendation (SBAR) and non-verbal communication.
7. Participate in the gathering of information from a variety of data bases to provide rationale for interventions appropriate to a variety of patient populations.
8. Discuss basic elements of the research process.
9. Discuss the role of the professional nurse, educational background, historical and theoretical foundations and professional standards that guide nursing practice with diverse populations across the life span.

ESSENTIAL CONTENT

Nursing Theory

Nursing as a Scientific Discipline

Nursing Process Utilizing

Standardized Language

Concept Mapping

Clinical Reasoning

Communication

Health Education

Vulnerability

Health Promotion and Wellness

National Health Objectives

Evidence Based Practice

Documentation

Role of the Professional Nurse

TECHNICAL REQUIREMENTS

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

Logging into Moodle

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is jwilson3@oakland.edu then:
 - Username: jwilson3
 - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at www.adobe.com

REQUIRED TEXTBOOKS

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

American Nurses Association. (2015). *Nursing: Scope and standards of practice* (3rd ed.). Nursebooks.org

Carpenito-Moyet, L. J. (2014). *Nursing Care Plans--Transitional Patient & Family Centered Care*. Lippincott Williams & Wilkins.

Potter, P., Perry, A., Stockert, P., & Hall, A. (2017). *Fundamentals of nursing* (9th ed.). St. Louis: Mosby.

RECOMMENDED TEXTBOOKS

Gelfand, H., Walker, C.J., & The American Psychological Association. (2009). *Mastering APA style: Student's workbook and training guide* (6th ed.). Washington, DC.

COURSE FORMAT

Course content will be explored via faculty/student led in-class discussions, on-line audio-guided presentations, exams, and several additional assignments. All topics/readings are contingent on progress made in the course; therefore, faculty may change/add to topics and/or readings as deemed necessary. Any change in readings/assignments will be announced in class or via the course Moodle site. Please read/study assigned content before coming to class.

****Please Note**** All materials (slides, handouts, modules, etc.) provided in this course are property of the course faculty and/or SON. It is strictly prohibited to send, post in an open on-line forum, or use any of these materials in any format outside the confines of this course without explicit permission from faculty and/or SON.

Faculty will also be using iClicker and/or Panopto to capture the class.

COURSE REQUIREMENTS

1. Students must have an active OU email account and availability to the course Moodle site. It is expected that students check this site **every two to three days** for emails and course updates. Not opening their email will not be accepted as an excuse.
2. Please email faculty via the Moodle internal email feature with any questions regarding the course. Faculty will do their best to respond within 24 hours to all requests during Monday-Friday or on the day following weekends and holidays.
3. Students are expected to attend all scheduled face to face (F2F) meetings and prepare for class ahead of time by reading assigned chapters, and reviewing supplementary materials posted on the course Moodle site.
4. Because some assignments are in groups, it is highly recommended that students formulate a contract amongst each other to ensure equal distribution of work. Google Docs is a very easy program to use for group work on assignments. Have each student in the group take a different color of font so that you can work together on the paper and keep one version. Every effort should be made by the group to reconcile issues internally- if attempts are unsuccessful, meeting with faculty should be scheduled. If issue is of utmost importance, consult with the faculty early on and not at the end of the semester to address the issue(s). Group members for each assignment will be done during the first day of class, anyone who is absent first day of class will be automatically assigned to a group. Once group membership is established, each member must attempt to work together reasonably and equitably.

5. Students are required to submit all assignments by designated due dates. All assignments will be accepted until 11:59 pm on the date due unless otherwise specified. **Five (5) points will be deducted if assignment is submitted after this deadline. Assignments more than 24 hours late will not be accepted and the student or group will receive a grade of zero on that assignment.**
6. Students must receive a minimum, **individual**, cumulative average of 70% (2.5) on all combined assignments to successfully pass this course.

7. *Please inform the faculty during the first day of class of any religious holidays you are observing particularly if it falls during exam dates. This is of utmost importance particularly for the ATI exam, which needs to be scheduled. Every effort will be made by the faculty to accommodate religious observance. If a holiday falls on an exam date, student(s) will take the exam the day before or the closest time to the observance date. However, student must sign a document stating that the student will not divulge any information about the exam to the other students. This rule will only apply to exams, all other assignments may be turned in earlier than the due date. No late submissions will be accepted.

Winter weather

In the event that there is severe winter weather forecast, class will be switched to online regardless of whether the university cancels classes. This will prevent making up class time at a later date. The class will be notified by 12 midnight Thursday if class is switched. If the university cancels classes and the faculty did not make the announcement to switch the class to online, the university cancellation holds and the class will be automatically switched.

EVALUATION METHODS

Percentage of Final Grade

1. Exams and Quizzes	
a. Exam 1	10%
b. Exam 2	10%
c. ATI	5%
2. APA Exercise	5%
3. Online Group Assignments	20%
4. Concept map/ Care Plan	20%

5. Vulnerable/Diverse population presentation	20%
6. Healthy People 2020 paper	10%
<u>Total:</u>	<u>100%</u>

Exams

There will be three exams in this course. Two of the exams are based on the course requirements, and one is the ATI. All exams are mandatory.

The ATI is a paper-and pencil exam given and mandated to all undergraduate students throughout the program. This test date is pre-arranged with ATI by the SON. Your first ATI will focus on critical thinking. Please see *Student Handbook* for expectations in taking the ATI. All students **MUST** register with ATI as soon as possible to have access to the exam. The exam scheduled time **MUST NOT BE MISSED.**

- Exams 1 and 2 will be administered at AFC. Students who missed either Exam 1 or 2 will **receive a grade of zero** unless appropriate excuse such as death within the immediate family and severe illness. Documentations must be provided in order to be allowed a make-up exam. Location and time will be at the discretion of the faculty. Vacation, stuck in traffic or other non-emergent excuses will not be accepted and no make-up exam will be given. Students arriving late to the exam will not be given additional time to finish their exam.
- During the exam, all personal belongings must be stowed away and cellphones must be silenced.
- No questions will be entertained during the exam. Scrap paper will be provided by the faculty. Write your name on the scrap paper and any questions or query

you have. I will attempt to address these items if valid to the student directly or to the class if needed.

- Anyone who is caught cheating will be stopped from taking the exam, and a **grade of zero** will be awarded for the exam. Please read *Student Handbook* on cheating policy.

Online Assignments

- There will be two graded online assignments in this class. Each assignment will cover the week's topic. You will have one week to complete the online assignment and must be submitted by 7 am, Friday. Be aware of the submission deadlines and read the requirements when completing the assignments. These are open book assignments however use as much scientific sources as you could find. References must be included and written *in APA format*.
- I may comment or request for clarification of your post. If requested, please respond within 48 hours to receive full credit of the submission.

General Rubric for Grading Online Assignments

Criteria	Excellent	Good	Poor	Total
Post	2 completely addressed all the components of the assignments	1.5 Did not substantially address all the components of the assignment	1 Post was very minimal and did not address at least one component substantially	
APA Format	2 No errors in APA formatting of references	1 ≤ 5 APA errors noted	0 > 5 APA errors noted	

Health People (HP) 2020 Paper

- The purposes of this paper are for students to: (1) utilize HP 2020 objective in developing a nursing intervention that would address one relevant issue, illness or disease; (2) enhance scholarly writing, specifically the **correct use of APA format**. Please review the *Student Handbook* regarding plagiarism.

Paper content

- First, students will be paired into groups consisting of 4 students in each group.
- Second, each group will choose one of the HP 2020 topics or areas. The group will choose **one** healthcare issue, illness or diagnosis to discuss. The topics or areas include:
 - Adolescent health
 - Physical activity
 - Tobacco use
 - Older adults
 - LGBT health
 - Sleep health
 - Heart disease and stroke
 - Dementia, including Alzheimer's disease
 - Nutrition and weight status
 - HIV
 - Diabetes
 - Blood disorders and blood products (blood safety)
 - Health communication and health information technology
 - Cancer
 - Healthcare associated infections
- Third, the group will pick one National Health Objective from Healthy People 2020 related to the topic or area to write about. Include the objective number and target data.
- Fourth, write **one (1)** relevant nursing intervention that may help meet said

objective. Be specific about the intervention and remember no medical intervention.

- This paper should be approx. 4-5 pages in length not including title page and reference list. No abstract is required in this paper.
- Late submission and submission of more than requested page will receive a **5-point deduction** on the assignment grade.
- **References must be no more than 7 years old.**
- The following component or format should be included in the paper.

1. Identify one healthcare issue, disease or illness. Discuss:

Epidemiological data (Incidence/Prevalence)

Risk factors

Pathophysiology

Signs and symptoms

2. Healthy People 2020: National Healthcare Objectives

HP 2020 Objective Number

Baseline/target data

3. Nursing Intervention

Select one nursing intervention to that could be used to address the chosen HP 2020 Objective. Discuss the intervention as follows:

- a. What – is the intervention? [Must be a nursing intervention, not medical].
- b. Who – is the target population? Patient, family, caregivers, community, etc.
- c. Where – will the intervention be implemented? In the hospital, clinic, home, etc.
- d. When – is it appropriate to apply this intervention?
- e. How – will the intervention be implemented? Describe one way to implement this intervention.
- f. Why – have you selected this intervention? Include evidence-based rationale for choosing this intervention.

Grading Rubric for the Healthy People 2020 Paper

Criteria	Criteria Fully Met	Good attempt	Fair attempt	Poor attempt
Clarity and style	<p style="text-align: center;">(15)</p> <p>There is clear use of a personal and unique style of writing, the paper holds the reader's interest with ease</p> <p>Excellent grammar, spelling, syntax and punctuation.</p>	<p style="text-align: center;">(10)</p> <p>There is an attempt at a personal style but style of writing may be awkward, reader may lose interest in some sections of the paper</p> <p>A few errors in grammar, spelling, syntax and punctuation, but not many.</p>	<p style="text-align: center;">(5)</p> <p>There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.</p> <p>Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Errors could also be a sign of lack of proofreading.</p>	<p style="text-align: center;">(2)</p> <p>Write up is very poor and unclear,</p> <p>Continuous errors</p>
Organization	<p style="text-align: center;">(15)</p> <p>Well-organized from start to end. Outline included clear and systematic heading and sub-headings.</p> <p>Smooth and logical transition was used throughout in between</p>	<p style="text-align: center;">(10)</p> <p>Good overall organization and outline included clear and systematic heading and sub-headings</p> <p>Have logical transition noted.</p>	<p style="text-align: center;">(5)</p> <p>There is a sense of organization, although some of the heading and sub-headings are used weakly or missing</p> <p>Transition attempted but weak.</p>	<p style="text-align: center;">(2)</p> <p>No sense of organization. Did not use any headings or sub-headings</p> <p>There is no form of continuity or transitional words used throughout the</p>

	sentences and paragraphs.			paper.
Healthcare issue, disease or illness	(20) Discussed the topic in substantively. Answered all the components of this portion of the paper in details: description of issue, illness or disease; epidemiologic data; risk factors; pathophysiology; and signs and symptoms	(15) Discussed the topic fully. Missed to discuss in details 1 component of this portion of the paper.	(10) Discussed the topic partially. Missed to discuss in details 2 of the components of this portion of the paper.	(5) Did not provide substantive information about the topic or area. Missed most of the components or information were minimal and/or supported.
HP 2020 Objective	(20) Correctly identified the HP 2020 objective relevant to the chosen topic and explained their choice succinctly in their paper. Baseline and target data included.	(15) HP 2020 chosen were not directly congruent with the chosen topic but students were able to make the connection in their writing. Baseline and target data included.	(10) HP 2020 objective chosen was not pertinent or relevant to the chosen topic and students did not make the connection between the objective and topic. Baseline and target data included.	(5) Did not identify a HP 2020 objective in their paper or HP 2020 chosen was not pertinent or relevant to the chosen topic. Baseline and target data not included.
Nursing Interventions	(20) Correctly identified one nursing intervention that is most relevant to the topic.	(15) Identified one nursing intervention relevant to the topic	(10) Identified one nursing intervention relevant to the topic of choice.	(5) Identified a nursing intervention not relevant to the topic or used a medical intervention, rather than

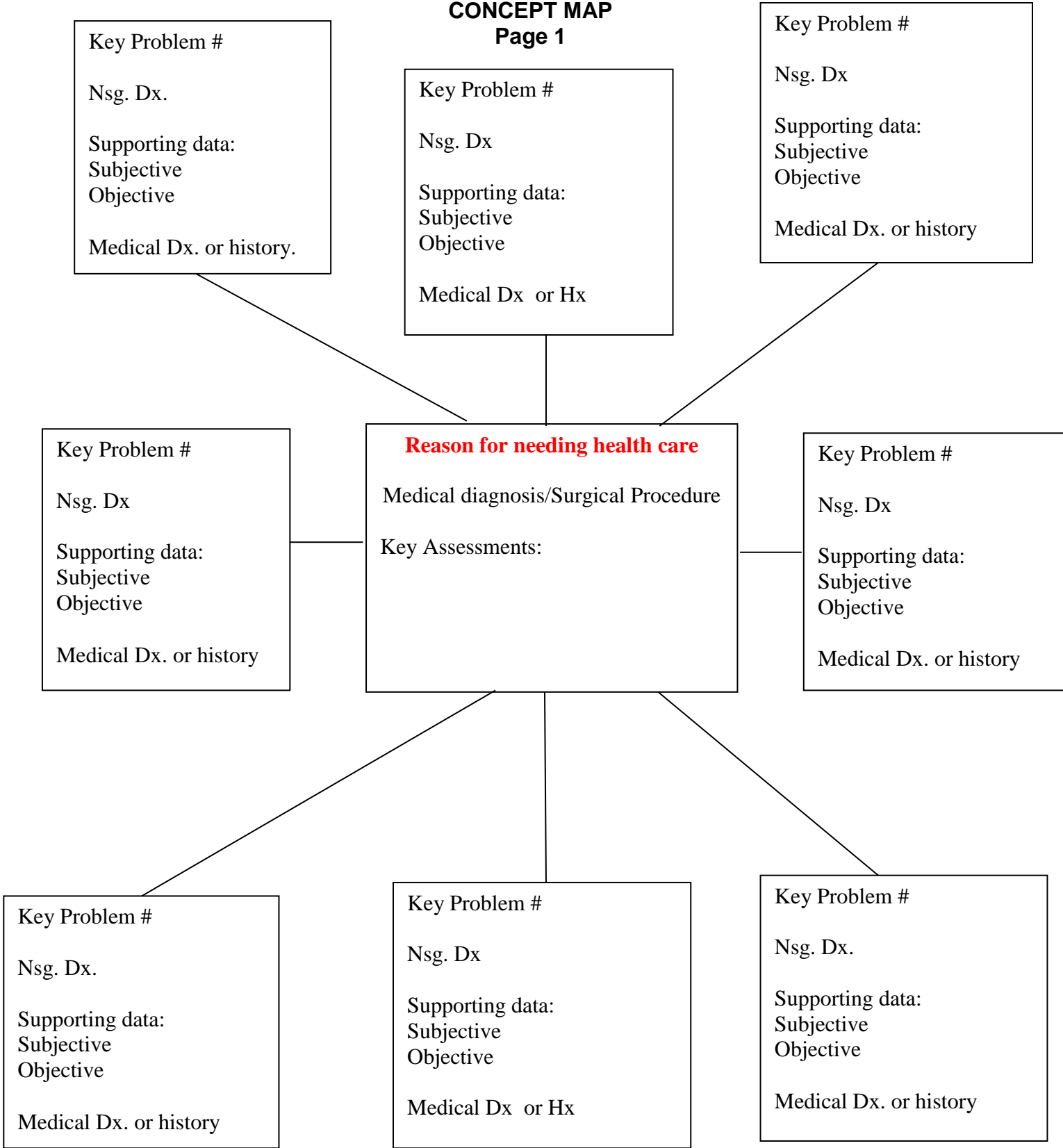
	Explained in details all the components requested in this portion of the paper.	Discussed in details 4-5 of the components requested in this portion of the paper.	Discussed in details 2-3 of the components requested in this portion of the paper.	nursing intervention. Vaguely discussed the components requested in this portion of the paper.
APA Format	(10) No error	(5) 1-5Errors	(3) 6-10 errors	(0) >10 errors

Concept Map Care Plan

- This is a group assignment (consists of 4 members). Each group is to complete both page 1 and 2 of the Concept map care plan.
- Complete Concept Map Page 1 using the clinical scenario that will be provided in class.
- The group will complete the middle box *“Reason for needing health care”*.
- Each group member must complete two key problem boxes (provide a number based on priority); include nursing and medical diagnosis, and supporting data such as signs and symptoms, medications, orders, and laboratory and other diagnostic tests to support the diagnoses.
- A variety of different nursing diagnoses must be used in this assignment. Nursing diagnoses must be at least one diagnosis of each of the following: ***actual, at risk (nursing), and one diagnosis that is either psychosocial or health promoting in nature.***

- After completing page 1, the group must complete Page 2, Care Plan by developing a care plan for two priority problems (one of them must be the # 1 Key Problem and Diagnosis).
- Students must identify general goal, and expected outcomes.
- Student then list at least 3 nursing strategies or intervention to address the problem. Provide evidence-based support for the chosen interventions.
- Lastly, evaluate the outcomes by documenting patient responses, include subjective and objective data. Each goal must be addressed in this section.
- The group will submit **one (1)** concept map and final care plan via the course Moodle site on or before the due date designated on the course schedule.

CONCEPT MAP
Page 1



CARE PLAN
Page 2

Problem #1	
General Goal	
Outcomes:	
<ol style="list-style-type: none"> 1. The patient/nurse will . . . 2. The patient/nurse will . . . 3. The patient/nurse will . . . 	
Nursing Strategies/Intervention <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	Patient responses (Evaluation of each outcome) Subjective Objective Analysis Plan

Problem #2	
General Goal	
Outcomes:	
<ol style="list-style-type: none"> 1. The patient/nurse will . . . 2. The patient/nurse will . . . 3. The patient/nurse will . . . 	
Nursing Strategies/Intervention <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	Patient responses (Evaluation of each outcome) Subjective Objective Analysis Plan

Grading Rubric for Concept Map

Criteria	Possible points	Points earned	Comments
Concept Map (15%)			
All relevant component were included (brief patient information, medical/surgical hx., and priority assessment)	10		
Prioritized and labeled key problems correctly	5		
Identified nursing diagnoses appropriately related to the key problems	15		
Nursing diagnoses written in correct format and properly cited	20		
Appropriate supporting data relevant to the diagnosis: signs and symptoms, medications, orders, lab. and other diagnostics results	45		
Medical history relevant to diagnosis	5		
Care Plan (7%)			
Correctly identified priority problems #1 and 2, and written in correct format	5		
General goal correctly identified for priority problems # 1 and 2	5		
Outcomes provided for #1 & #2 diagnoses [specific, and observable criteria that measure whether or not the goal could be met on the day of care]	10		
Identified at least three select interventions, that have scientific rationale, are cited correctly	20		
Subjective and objective data reflect patient response to interventions; progress towards outcomes is evident	20		
Assessment- diagnosis restated; appropriate based on data, correctly cited	20		
Plan reflects whether or not outcomes were met/unmet/in-progress; reflects nurse's next steps in client's plan of care	20		

Vulnerable/Diverse Population Group Presentation

- This is a group presentation consisting of 4 students per group.
- The presentation will consist of different teaching strategies including PowerPoint, poster presentation, small skits, debate, quiz, etc. Groups can use their creativity in presenting their topic, however refrain from using unacceptable languages.
- Presentation should not exceed 25 minutes: 20-minute group presentation and 5 minutes Q & A. Any presentation exceeding the time limit will incur point deductions. If presentation goes over 10 minutes, the faculty will stop the group from presenting.
- If using Power Point slides must be properly cited using **APA format** and include reference list.
- A copy of the presentation must be submitted to the faculty before the presentation.
- **ALL** students **MUST** attend both presentation dates. Attendance will be called at the beginning of the class and the end of class. Student will incur a 5-point deduction from the individual group grade if student is late in half of the presentations, and 10-point deduction if absent during the observation day. A **grade of zero** will be if the student is absent during their presentation day. There is NO EXCEPTION or make up.
- Each group is to choose a specific vulnerable/diverse population group to present. The following items must be addressed in the presentation:
 - Identify the target population. Each group will discuss in the details the demographics of the select vulnerable/diverse population. This will be addressed in details in class.
 - Health care practices and beliefs. Describe the various practices and beliefs of the select vulnerable/diverse population: death/dying, pregnancy/births, diet, spirituality
 - Prevalent and Unique issues, illnesses and diseases within the population. Identify and discuss 2-3 health issues, illnesses or diseases most prevalent within the select population. Identify risk factors, barriers, and signs and symptoms.
 - Discuss nursing considerations in caring for this population
- Vulnerable/diverse populations:

- Race and ethnicity
 - African-American/Blacks
 - Asian
 - American Indians/Alaskan Native
 - Hawaiian Native/Pacific Islander
 - Hispanics/Latinos
- Vulnerable population
 - Elderly
 - Mentally ill
 - Incarcerated men or women
 - Homeless
 - Uninsured pregnant women
 - LGBT
 - Illegal immigrants
 - Disabled child

Rubric for oral presentation

Category	Possible Points	Earned Points	Comments
Content	(50)		
1. Demonstrates full understanding of the topic	10		
2. Discuss all the components of the assignment			
a. Describe in details the target population,	10		
b. Discuss health care practice and belief,	10		
c. Identified health care issues unique to the target population	10		
d. Discuss nursing considerations in caring for this population	10		
Organization and method of presentation	(45)		
1. Presents logical sequence of material.	10		
2. Demonstrates effective communication skills	10		
3. Utilizes effective and appropriate visuals	10		
4. Demonstrates verbal and non-verbal professionalism (business attire)	5		
4. Demonstrates ability to answer questions	5		
5. Complies with allocated time (30 minutes)	5		
APA	5		
Total	100		

Topical Outline: NRS 280

Winter 2018

Weeks	Essentials/ Objectives	Topics	Readings	Assignment/ Activity
Week 1 1/5/18 (F2F)	VII/9	ORIENTATION TO COURSE Nursing Today: Brief Look at the Past and Future Scope and Standards APA Review	Review syllabus Potter & Perry (P&P) Chap. 1 Bennett's Novice to Expert article ANA Scope & Standards APA 6 th ed. Manual	Register as an ATI user if you have not done so in a previous class. https://atitesting.com/Home.aspx Bring ANA Scope and Standard to class Homework: APA Practice Exercise
Week 2 1/12/18 (F2F)	III/4	Nursing Process -- Assessment Nursing Process --Diagnosis -- Planning, Implementation and Evaluation Nursing Process -- Planning, Implementation and Evaluation Review ATI	P & P Chap 16 P & P Chap. 17 P & P Chaps. 18,19,20	Register as an ATI user if you have not done so in a previous class. https://atitesting.com/Home.aspx APA Practice Exercise due
Week 3 1/19/18 (F2F)	III/4	Critical Thinking Exam: 9:00–10:00 Critical thinking Introduction to Concept mapping Communication Concept mapping Page 1	P & P Chaps. 15,24	This exam is mandatory for all students enrolled in the program Bring copies of concept map module, completed map, and example scenario as well as Carpenito text to class In-class group work-page 2 of concept map

		Concept mapping Page 2		
Week 4 1/26/18 (F2F)		: Concept mapping Page 2		In-class group work- page 2 of concept map
Week 5 2/2/18 (F2F)		Exam 1		Exam will cover contents from week 1, 2, 3, 4 Concept map care plan assignment due
Week 6 2/9/18 (F2F)	III, V /4	-- Review of concept map assignment Ethics & Values --Code of Ethics	P & P Chaps. 22	
Week 7 2/16/18 (OL)	III, V, VII, VII/3	Culture & Ethnicity in Nursing Genomics Geriatrics/EOL -	P & P Chap 9	
2/23/18		Winter Break		
Week 8 3/2/18 (F2F)	I, VIII/ 1,3	- Legal implications Safety and Quality Communication --Hands-off Documentation -- SBAR Healthy People (HP) 2020	P&P Chaps 23, 26	Read assigned reading and ppt., and answer Q & A posted on Moodle. Online Q & A will be open before class time and responses will be accepted until 11:59pm today only.
Week 9 3/9/18 (F2F)	V, VI, VIII, IX/ 4,6,9	Theoretical foundations of Nursing Practice Caring in Nursing Practice	P & P Chap.4, 7, 10,11	Read assigned reading and ppt., and answer Q & A posted on Moodle. Online Q & A will be open before class time and responses will be

				accepted until 11:59pm today only. HP 2020 paper due
Week 10 3/16/18 (F2F)	II, III/ 8	Health and wellness	P & P Chap. 6	
Week11 3/23/18 (F2F)	VII/ 3,4,5	Evidence-Based practice	P & P Chap. 5 Web link to HP 2020: http://www.healthypeople.gov/	Exam 1
Week 12 3/30/18 (F2F)	III, V, VII, VII/3	Vulnerable/Diverse Population		Group presentation (Groups 1-8)
Week 13 4/6/18 (F2F)	III, V, VII, VII/3	Vulnerable/Diverse Population		Group presentation (Groups 9-16)
Week 14 4/13/18 (F2F)				

Final Exam: April 20, 2018

**F2F – in class; OL – asynchronous online class
– asynchronous online class**

**Oakland University School of Nursing
GRADE CONVERSION**

Note: 70% = 2.5

<u>PERCENTAGE</u>	<u>GPA</u>
100.00	4.0
98.00 – 99.99	3.9
96.00 – 97.99	3.8
94.00 – 95.99	3.7
92.00 – 93.99	3.6
90.00 – 91.99	3.5
88.00 – 89.99	3.4
86.00 – 87.99	3.3
84.00 – 85.99	3.2
82.00 – 83.99	3.1
80.00 – 81.99	3.0
78.00 – 79.99	2.9
76.00 – 77.99	2.8
74.00 – 75.99	2.7
72.00 – 73.99	2.6
70.00 – 71.99	2.5
68.00 – 69.99	2.4
66.00 – 67.99	2.3
64.00 – 65.99	2.2
62.00 – 63.99	2.1
60.00 – 61.99	2.0
58.00 – 59.99	1.9
56.00 – 57.99	1.8
54.00 – 55.99	1.7
52.00 – 53.99	1.6
50.00 – 51.99	1.5
48.00 – 49.99	1.4
46.00 – 47.99	1.3
44.00 – 45.99	1.2
42.00 – 43.99	1.1
40.00 – 41.99	1.0

Approved Faculty Assembly 2/20/03
Updated WI 05