

# **Oakland University School of Nursing**

## **Health Assessment Across Life Span - Lab**

**NRS 2323 (283)  
CRN #11519, 14907, 14908**

**Faculty:**

**ELLEN GAJEWSKI, MSN, RN, CNE, ACNS-BC  
Adjunct Full Time Instructor**

**Winter 2018**

## Welcome to NRS 2323, Health Assessment Across the Lifespan: Lab!

<b>COURSE NUMBER</b>	<b><u>NRS 2323 (283) - CRN #11519, 14907, 14908</u></b>		
<b>CREDITS &amp; HOUR ALLOCATION:</b>	<b>Credits</b>	<b>Hrs/Wks</b>	<b>Total Hours Semester</b>
	<b>Lab</b>	<b>1</b>	<b>4 x 7</b>
<b>COURSE TITLE:</b>	<b><u>Health Assessment Across the Life Span - Lab</u></b>		
<b>CLASS TIME</b>	<b><u>January 3, 2018 – February 17, 2018</u></b>		
<b>&amp; LOCATION:</b>	<b><u>TBA</u></b>		
<b>FACULTY OF RECORD:</b>	<b><u>Ellen Gajewski, MSN, RN, CNE</u></b>		
	<b><u>Adjunct Full Time Instructor</u></b>		
	<b><u>Office: 2030 Human Health Building (HHB)</u></b>		
	<b><u>Office Telephone: (248) 364-8735</u></b>		
	<b><u>Office Hours: By Appointment Only</u></b>		
	<b><u>E-mail: <a href="mailto:emgajews@oakland.edu">emgajews@oakland.edu</a></u></b>		

### **PREREQUISITE or COREQUISITE**

Co-requisite: NRS 2321 (282)

### **COURSE OVERVIEW**

This course will introduce students to the role of the professional nurse in performing a holistic health assessment/physical examination with individuals across the lifespan. Students will acquire knowledge that facilitates therapeutic, professional communication elicit subjective data from individuals and/or their families/significant others; collect objective data; and validate, analyze, and document the data correctly. Teaching methods will include lecture, discussion, demonstration, and active learning exercises.

### **COURSE OBJECTIVES**

1. Explore effective therapeutic communication methods used by professional nurses to perform a holistic health assessment/physical examination.
2. Identify appropriate methods of data collection needed to perform a holistic health assessment on individuals and their families/significant others.
3. Recognize health deviations when performing a holistic health assessment/physical examination.
4. Recognize deviations from the norm when performing a health history and physical assessment.

### **ESSENTIAL CONTENT**

General survey and health history

Effective communication skills

Comprehensive physical examination for adult and pediatric client

### **Course Description**

The Nursing Process is a five step problem solving method used to identify, prevent, and treat actual or potential health problems. The five steps of the nursing process include *assessment*, nursing diagnoses, planning, implementation, and evaluation. This circular process provides a framework in which to practice nursing. Assessment is the first step in the nursing process and *the most important step* and thus sets the tone for the rest of the process. In this course you will begin by collecting data through interviews, observation, and the physical assessment and then cluster the data in order to form a nursing diagnosis. Assessment takes place initially in the nursing process to establish a baseline, continuously throughout the process in order to evaluate the patient's responses to care provided and to evaluate the effectiveness of the plan of care. If your assessment is not accurate, the entire process thrown off. You will learn to use critical thinking and clinical decision-making during the assessment process in order to use your findings to formulate an effective plan of care in your nursing practice.

### **Instructor**

Ellen Gajewski MSN, RN, CNE. ACNS-BC  
Adjunct Full-Time Faculty

### **Contact Information**

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance.

- Email: please use the internal email located on the Moodle course (main avenue for contact)
- Cell phone: (586) 875-5051 (please contact if unable to make a validation or any other emergency contact)

### **Office Hours**

- Your performance in my class is very important to me. I am available to hear your concerns and to discuss course topics. Please contact me by phone, e-mail, or in person to set up a meeting time.
- If at any time during the course, you feel that your concerns have not been appropriately addressed, please use the following chain of command in addressing any issues: lab faculty; instructor: Ellen Gajewski; Director of Undergraduate Program: Dr. Carolyn Tieppo; Associate Dean: Dr. Gary Moore; Dean of SON: Dr. Judy Didion.

## **Prerequisites**

Completion of the following courses:

- *Clinical Anatomy and Physiology*: Before beginning your physical assessment, you will need a basic understanding of the body systems including their general function and purpose and their normal structure and function in order to interpret abnormalities.
- *Pathophysiology in Nursing*: Although the unique focus of a nursing assessment is on the patient's responses to actual or potential problems, interventions will revolve around resolving identified pathophysiological problems.

## **Required Textbook and Supplies**

- Jarvis, C. (2015). Physical examination and health assessment. (7th ed.). St. Louis, MO: W.B. Elsevier-Saunders ISBN 978-1-4557-2810-7
- Penlight, stethoscope, wristwatch with a second hand, school uniform scrubs (white top and black pants), white shoes, and white lab coat.

## **Instructional Methods**

My philosophy of teaching is to encourage student-centered learning. I believe that adults learn best in a collaborative and caring environment that is a shared process between the faculty and student. The learner is an active participant in the learning process where involvement and participation will provide the foundation for lifelong learning. The student is responsible for learning and the instructor is there as a resource to facilitate the learning. Active learning occurs through intellectual discovery and creative problem-solving immersed in learning experiences that reflect current nursing practice. The following strategies are utilized to encourage student-centered learning:

- *Physical assessment skills' demonstrations*:
- *Physical Assessment Videos*: visualize assessment skills
- *You-tube videos*: reinforces assessment skills and allows for visualization of normal and abnormal assessment findings
- *Group activities*: physical assessment skills will be practiced at each laboratory session; faculty will be in lab to guide you in learning these assessments; you must come to lab prepared to practice each body system assessment
- *Handouts*: Course content provided in a quick and easy format.
- *Open lab*: you are encouraged to attend open lab sessions to further practice and become skilled in assessment.

## Evaluation

Your instructor will conduct physical assessment skill validations to determine how successful you are at achieving the course learning outcomes outlined in the syllabus. Validations are considered a test of the student's cognitive, affective, and psychomotor skills. Performance on the three validations will take place with evaluation per a faculty member. If you find that you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources that will improve your performance.

### Grading Totals:

• Validation #1	20%
• Validation #2	35%
• Validation #3	35%
• Documentation	10%
<b>Total</b>	<b>100%</b>

- All students are directed to the Student Handbook for School of Nursing “Grade Point Policy”. If a student fails NRS 283 (<70%), they will be placed on academic probation.
- Completion of all validations with a passing score of **eighty percent (80%)** on *each* validation is necessary to succeed in this course.
- If a student fails a validation (<80%), he/she is required/allowed to remediate on that validation one time only and must do so successfully. However, the initial score will be the score entered for the final laboratory grade. Remediation will be scheduled by individual arrangement with the faculty, based on faculty availability. If the student fails the remediation or fails any other validation on the first attempt, the student will fail the NRS 283 course. The student will be placed on academic probation.
- Students in the School of Nursing are expected to complete all course-related assignments independently, except in the specific circumstance when the assignment requires group effort. All assignments that count towards points are to be completed independently. Failure to complete an assignment independently will result in a failing grade for that assignment.

## Validation Guidelines

- Attendance at all scheduled lab validations is required. If a validation is missed, you will receive a “zero” for that validation.
- The student will be required to complete validations without the assistance of textbooks, faculty prompting, and/or the validation sheets and within the allotted time frame.
- Students are to begin validations promptly when called upon. If a student is not ready, their demonstration time will not be extended.
- Students must give the lab instructor their **blank** stapled validation check off form *prior* to validation.
- The student should come thoroughly prepared for each and every validation. Have everything you need readily available (supplies, forms, etc.).
- During validations students are not allowed to cue each other nor will the instructor provide cues.
- Students are to “talk through” the assessment. For example, “The skin is pale.” Please use medical jargon so that your instructor will know that you are prepared.
- Instructors may deduct points for each inspection requirement if a student palpates or percusses prior to inspection.
- If a student misses a validation step during demonstration, but comes back to it later, they will receive full credit for the step. Students may not document steps/assessments not completed.
- If a faculty member discerns that a student is not prepared for validation at testing time, the faculty will stop the validation and the student will receive only points earned up to that point.
- ***Faculty may ask questions pertaining to the validations, you must be prepared to respond with correct answers or you will fail the validation.***
- Each validation will be no longer than assigned times. Once the time is up per the timer, the student gets credit only for the portion completed up to that point.

## Laboratory Format

- Lab sessions will be 2 hours in length. Each student will be assigned a specific time during the first week of class. Students are encouraged to find a lab partner from the class to practice validations during open lab sessions. Lab partners will be chosen by faculty for validations. You may not switch lab sessions with any other student. You can only attend your assigned lab session.
- Students will be required to sign in and are expected to participate in all lab activities for each lab session.

- On validation days, each student will be given a set amount of time to complete their validation along with reviewing the validation afterwards with the faculty member. There may be occasions where the validations get behind on the schedule. The student is responsible for staying till their validation is completed. Please be prepared for possible delays.

### **Dress Attire for Lab**

- Students are to wear white scrub top, black scrub pants, white shoes, and a watch with a second hand to each laboratory session; just as you would do in the clinical setting.
- The following is appropriate attire for lab practice sessions and validations: shorts, tank top, or sports bra. Hair must be up and off of neck and face.
- The following is inappropriate during lab: large rings, large earrings, long nails, nail polish, and gum.

### **Attendance Policy**

Attending lab regularly is the best way to succeed in this course. Research has shown that the single most important factor in student success is attendance. Going to lab greatly increases your ability to succeed. Attendance is expected. If you miss any lab, you are responsible for all material missed. Lab attendance equals class success.

### **Make-up Policy**

The pace of this program is much accelerated and does not allow for falling behind. As a dedicated college student, it is your responsibility to be in attendance for these lab sessions. If you are ill or have an emergency on the day of a validation, you must e-mail or call your instructor prior to the validation time. You and the instructor will discuss the situation and determine if a make-up is allowed for validations. Documentation for illness or funeral services is required.

### **Lab Behavior**

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for her to carry out this task. If the disruptive behavior or incivility continues, the student will be reported to the Dean of Students Office. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor to achieve this critical goal.

**Incivility**: an intentional behavior aimed at disrupting or interfering with the teaching and learning process

- Taking another persons' property without permission
- Making untrue statements about students or faculty
- Usage of profane or obscene language or obscenities that are derogatory or demeaning
- Demonstrating obscene gestures
- Habitually arriving to lab late and disrupting instruction after it is in progress
- Leaving lab early
- Sleeping in lab
- Anger or excuses for poor performance
- Hazing, bullying, and overt acts of intimidation
- Arguing with an instructor over an assignment, lab issue, or validation
- Knowingly confrontational or attempts to embarrass or intimidate
- Threats of physical harm against faculty or students
- Grabbing, hitting, or assaulting a student, faculty or other person affiliated with the college
- Inflammatory speech
- Spoken or written inflammatory communication inherently likely to provoke a violent reaction by the listener
- Cell phone usage and texting during lab
- Use of computers unrelated to lab
- Demanding make-up validations, extensions, or grade changes
- Making disapproving groans
- Engaging in side conversations during lab
- Making rude remarks or using sarcasm
- Pressuring faculty until they acquiesce to student demand
- Intolerance of others who have a different learning style than one's own
- Intolerance for those who don't share the same views



## **Academic Honesty**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned. And that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. You are expected to be familiar with the Oakland University Policy on Academic Conduct found in the Student Code of Conduct on the Office of the Dean of Students on the OU website: <http://www.oakland.edu/handbook/>.

**Academic dishonesty**: intentional participation in deceptive practices regarding one's academic work or the work of another

- Copying from another student's validation documentation.
- Allowing another student to copy validation results.
- The use of codes, gestures, or any other type of conduct designed to share or obtain answers from another student.
- The use of notes or electronic devices during documentation of a validation.

## **Use of Camera and/or Recording Devices**

Use of recording devices, including camera phones and tape recorders is prohibited in the lab.

## **Student Nurse Code of Academic and Clinical Conduct**

The Code of Academic and Clinical Conduct developed by the National Student Nurses' Association provides guidance for nursing students in the personal development of an ethical foundation in caring for human beings in a variety of health care environments. This includes the academic setting. Students are expected to read and follow the principles set forth in this document during any course activities.

### **National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct**

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold college policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per college grievance policy.

SNA (2001). Retrieved from: [http://www.nсна.org/Portals/0/Skins/NSNA/pdf/pubs\\_Code\\_of\\_ac.pdf](http://www.nсна.org/Portals/0/Skins/NSNA/pdf/pubs_Code_of_ac.pdf)

## **Withdrawal Statement**

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Please refer to the OU Academic Calendar for specific dates. Before you withdraw from the course, please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.

## **Course Requirements**

This course meets on Tuesdays and Wednesdays at assigned times. As you chose to sign up for this course, it is your responsibility to be here at the beginning of lab. We begin lab on time. I respect the intelligence of my students and expect them to analyze, synthesize and create. Students do critical thinking in collaborative groups. As each student is a valuable member of a group, it is important for you to be present and ready to think.

## **Instructor Requirements**

*As your instructor, it is my responsibility to:*

- Facilitate an effective learning environment through lab activities and skill demonstrations.
- Provide the grading scale and detailed grading formula explaining how student grades are to be derived.
- Inform students of policies such as attendance, withdrawal, and academic conduct.
- Provide the course outline and class calendar.
- Arrange to meet with individual students before and after class as required.

*To be successful in this class, it is the student's responsibility to:*

- Attend lab and participate in lab discussions and activities.
- View the audio-taped lectures prior to class.
- Read and comprehend the textbook.
- Read and comprehend handouts.
- Complete required lab activities and validations.
- Practice lab skills on classmates in lab.
- Ask for help when there is a question or problem..

## NRS 2323 Laboratory Schedule

All lab activities are contingent on progress made in the lecture/discussion in the classroom. Thus, the professor may change or add to topics and/or readings as deemed necessary. Please read content and watch videos **PRIOR** to lab.

Date/Time	Lecture Content	Required Reading	Media Content
<p><b>January 3, 2018</b>  <b>Wednesday</b>  <b>Room 125 Anton</b>  <b>Frankel Center</b>  <b>8:00 am-1:00 pm</b></p>	<ul style="list-style-type: none"> <li>• Lab orientation.</li> <li>• Discussion of first semester schedule &amp; lab guidelines.</li> </ul> <p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Assessment Techniques and Equipment and the Clinical Setting</li> <li>• General Survey, Measurement, Vital Signs</li> </ul>	<p><b><u>Read Jarvis:</u></b>            Chapters: 8, 9</p>	<p><b><u>View:</u></b>            Approach to The Patient</p>
<p><b>January 9, 2018</b>  <b>Tuesday</b></p> <p style="color: red;"><i>Everyone is required to arrive on Tuesday's and Wednesday's at their assigned lab time until the final week of class. Switching of assigned lab time is prohibited.</i></p>	<p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Skin, Hair, and Nails</li> <li>• Head, Face, and Neck Including Regional Lymphatics</li> </ul>	<p><b><u>Read Jarvis:</u></b>            Chapters: 12, 13, 14, 15, 16</p>	<p><b><u>View:</u></b>            Head, Eyes, &amp; Ears            Nose, Mouth, &amp; Neck</p>
<p><b>January 10, 2018</b>  <b>Wednesday</b></p>	<p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Skin, Hair, and Nails</li> <li>• Head, Face, and Neck Including Regional Lymphatics</li> </ul>	<p><b><u>Read Jarvis:</u></b>            Chapters: 12, 13, 14, 15, 16</p>	<p><b><u>View:</u></b>            Head, Eyes, &amp; Ears            Nose, Mouth, &amp; Neck</p>
<p><b>January 16, 2018</b>  <b>Tuesday</b></p>	<p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Skin, Hair, and Nails</li> <li>• Head, Face, and Neck</li> </ul>	<p><b><u>Read Jarvis:</u></b>            Chapters: 12, 13, 14, 15, 16</p>	<p><b><u>View:</u></b>            Head, Eyes, &amp; Ears            Nose, Mouth, &amp; Neck</p>
<p><b>January 17, 2018</b>  <b>Wednesday</b></p>	<p><b><u>Lab Validation #1</u></b></p> <ul style="list-style-type: none"> <li>• Skin, Hair, and Nails</li> <li>• Head, Face, and Neck</li> </ul>	<p><b><u>Read Jarvis:</u></b>            Chapters 12, 13, 14, 15, 16</p>	<p><b><u>View:</u></b>            Head, Eyes, &amp; Ears            Nose, Mouth, &amp; Neck</p>

<p><b>January 23, 2018</b> <b>Tuesday</b></p>	<p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Thorax and Lungs</li> <li>• Heart and Neck Vessels</li> <li>• Peripheral Vascular System and Lymphatics</li> </ul>	<p><b><u>Read Jarvis:</u></b> Chapters 18, 19, 20</p>	<p><b><u>View:</u></b> Thorax &amp; Lungs Cardiovascular Peripheral Vascular</p>
<p><b>January 24, 2018</b> <b>Wednesday</b></p>	<p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Thorax and Lungs</li> <li>• Heart and Neck Vessels</li> <li>• Peripheral Vascular System and Lymphatics</li> </ul>	<p><b><u>Read Jarvis:</u></b> Chapters 18, 19, 20</p>	<p><b><u>View:</u></b> Thorax &amp; Lungs Cardiovascular Peripheral Vascular</p>
<p><b>January 30, 2018</b> <b>Tuesday</b></p>	<p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Cardiovascular</li> <li>• Lungs</li> </ul>	<p><b><u>Read Jarvis:</u></b> Chapters: 18, 19, 20</p>	<p><b><u>View:</u></b> Thorax &amp; Lungs Cardiovascular Peripheral Vascular</p>
<p><b>January 31, 2018</b> <b>Wednesday</b></p>	<p><b><u>Lab Validation #2</u></b></p> <ul style="list-style-type: none"> <li>• Cardiovascular</li> <li>• Lungs</li> </ul>	<p><b><u>Read Jarvis:</u></b> Chapters 18, 19, 20</p>	<p><b><u>View:</u></b> Thorax &amp; Lungs Cardiovascular Peripheral Vascular</p>
<p><b>February 6, 2018</b> <b>Tuesday</b></p>	<p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Abdomen</li> <li>• Musculoskeletal System</li> <li>• Neurologic System Cranial Nerve</li> <li>• Bedside Assessment of Hospitalized Adult</li> </ul>	<p><b><u>Read Jarvis:</u></b> Chapters 21, 22, 23, 25, 27, 29</p>	<p><b><u>View:</u></b> Abdomen Musculoskeletal Cranial Nerves &amp; Motor System Sensory System &amp; Reflexes Head-To-Toe Assessment Adult</p>
<p><b>February 7, 2018</b> <b>Wednesday</b></p>	<p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Abdomen</li> <li>• Musculoskeletal System</li> <li>• Neurologic System Cranial Nerve</li> <li>• Bedside Assessment of Hospitalized Adult</li> </ul>	<p><b><u>Read Jarvis:</u></b> Chapter 21, 22, 23, 25, 27, 29</p>	<p><b><u>View:</u></b> Abdomen Musculoskeletal Cranial Nerves &amp; Motor System Sensory System &amp; Reflexes Head-To-Toe Assessment Adult</p>

<p><b>February 13, 2018</b> <b>Tuesday</b></p>	<p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Bedside Assessment of Hospitalized Adult</li> </ul>	<p><b><u>Read Jarvis:</u></b> Chapters 27, 29</p>	<p><b><u>View:</u></b> Head-To-Toe Assessment Adult</p>
<p><b>February 14, 2018</b> <b>Wednesday</b> <i>Times will be assigned that may be different from regularly scheduled lab times.</i></p>	<p><b><u>Lab Validation #3:</u></b></p> <ul style="list-style-type: none"> <li>• Bedside Assessment of Hospitalized Adult</li> </ul>	<p><b><u>Read Jarvis:</u></b> Chapters 27, 29</p>	<p><b><u>View:</u></b> Head-To-Toe Assessment Adult</p>

## GRADE CONVERSION

*Note: 70% = 2.5*

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

Approved Faculty Assembly 2/20/03  
Updated WI05