COURSE TITLE: Basic Medical Surgical  
COURSE NUMBER: NUR 1211C

COURSE DESCRIPTION: This introductory course is designed to provide students with the opportunity to acquire the knowledge and skills to provide safe and effective care for clients with simple medical and/or surgical problems. This course builds upon foundation material from previous courses. The nursing process provides a framework for the students to utilize critical thinking skills to promote or restore the health of clients within a holistic framework. Clinical experience is provided in acute care settings. Observational time will be scheduled to enhance learning experiences and will be scheduled in addition to clinical days. There will also be outside assignments such as virtual experiences on the computer that will be included in the clinical experience. A physical assessment review will occur during the first full week of class with a clinical check-off that must be evaluated as satisfactory, as well as, outside clinical assignments.

PREREQUISITES:  
NUR 1020C/L Fundamentals; NUR 1141 Pharm I; BSC 2093C/L; DEP2004; NUR1280C/L Geriatrics; NUR1010 Professional Seminar I; BSC 2094C/L; NUR 2522C/L Mental Health

COREQUISITIES: NUR1211C/L

NAME(S) OF INSTRUCTOR(S):  
Karen Lipford, ARNP, MSN, Ed.D. 
850-718-2346 (office)  
lipfordk@chipola.edu  
Cell: (850) 209-7829  

DATE OF LATEST REVISION: August, 2009

REQUIRED TEXTBOOKS: (Please include title, author, publisher, edition & ISBN)  
RECOMMENDED TEXTBOOKS:

GRADING POLICIES:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A  100 – 93
B  92 – 83
C  82 – 75
D  70-74
F  0-69

Please note that a grade of 75% or above will be required to continue progression in the nursing program.

See your First Day Handout for individual instructor practices.

The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

DISCIPLINE-SPECIFIC (NURSING) COMPETENCIES / LEARNING OUTCOMES:

N1. Utilize the nursing process to plan, to implement, and to evaluate safe nursing care to promote the health of individuals and families with nursing problems.

N2. Demonstrate competence in nursing skills, including the cognitive, psychomotor, and effective domain.

N3. Recognize, intervene as necessary or alert appropriate persons to changes in a patient’s condition which changes the level of care

N4. Apply principles of bio-physical, environmental, psychological, and socio-cultural sciences while providing comprehensive nursing care.

N5. Use communication effectively with clients, families, significant others, and health team members.

N6. Modify his/her own behavior for enhancements of relationships with others

N7. Enable individuals and families to access available social and health resources within the community to meet identified healthcare needs.

N8. Adhere to legal and ethical principles of nursing practice. These principles include: assuming responsibility for personal and educational growth, using sound judgment to
make decisions related to clinical performance, and seeking help when necessary.

N9. Participate as a member of various nursing organizations.

N10. Protect the privacy and rights of clients by acting as a client advocate.

N11. Meet all requirements to take the National Council Licensure Examination (NCLEX).

**STUDENT LEARNING OUTCOMES/OBJECTIVES FOR NUR 1211C:**

See chart, last page.

**MEANS OF ACCOMPLISHING OUTCOMES:**

Lecture, discussions, selected reading, handouts, audio-visuals, skills lab, return demonstration, clinical lab, and/or computer lab, and testing.

**Evaluation Methods:**

1. Theory
   a. Unit Exams  65%
   b. Final Exam  30%
   c. Case Studies/Pop Quizzes  05%

Case studies: Case studies will be assigned this semester on selected topics and must be completed by the final exam day. Case studies will not be included in the final grade until the student has a non rounded 75 between the unit exam average and the final exam grade. Failure to receive a 75 will result in a loss of case study points. Pop Quizzes are given at the discretion of the instructor. Students who come late to class may not participate in the pop quiz and will receive a grade of zero (0) for the quiz grade.

Unit Exams: Unit Exams will be provided for each major topic area discussed per the lecture calendar. Unit exam questions will include questions regarding specific topic areas, questions that build on past knowledge, and they will consist of a variety of formats. Question formats: multiple choice, fill in the blank, essay, prioritizing care, and/or check all that apply. A non-rounded grade of 75 on the theory (unit exam average) must be achieved in order for the student to be eligible to take the final exam. If a non-rounded grade of 75 is not achieved then the student does not successfully complete the course, please refer to the nursing handbook for specific examples of the grading policy.

Following each examination, faculty will provide students with the grade they have achieved on the exam. Students are to make an appointment with the instructor for any clarification or further review of the test within one week of taking the exam. After one week following the review of the test, the examination grade will be final.

Final Exam: A cumulative final exam will be provided at the end of the semester to evaluate the student’s learning of the topics covered throughout this course. The
cumulative exam will be a computerized HESI exam and must be taken on campus for faculty to proctor the exam.

The HESI Confidentiality Statement:

All HESI exams are secure exams. In order to take the exam, all examinees will sign a confidentiality statement prior to logging onto the exam and will agree not to discuss the exam questions, rationales, or answer with any other possible examinee.

Additionally, legal action will be taken by HESI against any known violator.

Further Information on Final Exams:

Two Health Education Systems, Inc. (HESI) final exams will be administered in each course within the nursing program. If upon completion of the 1st HESI final exam the student scores less than 850, a remediation packet will be emailed to the address supplied by the student upon beginning the exam. Each student that scores below 850 must complete the entire remediation packet and submit confirmation as scheduled on the course calendar. The 2nd HESI final exam will only be administered to students who have completed his/her entire remediation packet. Test scores from the 1st and 2nd HESI final exams will be averaged together to formulate the student’s final exam grade. This averaged final exam grade will then be used to calculate the student’s overall course grade as delineated in the course syllabus. Students failing to complete and provide confirmation that the remediation packet has been completed will be assigned a grade of zero (“0”) for the 2nd HESI final exam. The zero (“0”) will then be averaged with the student’s score from the 1st HESI final exam to formulate the student’s final exam grade. The student’s averaged final exam grade is then used to calculate the student’s overall course grade.

The recommended HESI benchmark score is 900, however an 850 is considered acceptable in the Chipola College Nursing Program. Therefore students making above an 850 on the 1st HESI final exam are highly encouraged to review and remediate areas of weakness as indicated on their individual HESI final exam score report. Students scoring above an 850 may also take the 2nd HESI final exam. However, if a student chooses to take the 2nd HESI final exam the two scores must be averaged together to formulate the student’s final exam grade.

Clinical grade: Satisfactory or unsatisfactory
  a. Clinical evaluation covering critical elements of patient care. Three U’s in the same critical area involving three different situations will constitute a failing clinical grade and the student will not be allowed to progress.
  b. The appropriate data base and care plan will be completed each week and submitted per the time frame specified by the clinical instructor. Care Plans will receive a satisfactory or unsatisfactory depending on the numerical score. Action plans are considered a critical element. Three satisfactory care plans must be received during the course of the semester to pass.
  c. Written proof of outside physical assessments, computer physical assessment assignments, and observational clinicals are required to receive credit for these
clinical hours otherwise an incomplete will be given to the student for the semester.

90% Math Calculation Exam – Students must pass a math calculation exam with 90%. Students are given up to three (3) opportunities to accomplish this requirement. Students must achieve 90% by the third exam in order to progress further in the semester.

LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive, learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. In addition to print media, online catalogs and resources can be accessed through www.linccweb.org and www.netlibrary.com. Library hours are posted each semester at the building entrance.

Chipola’s website is located at www.chipola.edu.

See your First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance.

Video List:
Assessing the Adult Head to Toe
Overview of the PE
Taking a Health History
Examination Techniques
The General Survey
Skin, Hair, Nails
Lymphatic System
Head and Neck
Ears
Eyes
Nose, Mouth, Pharynx
Lungs and Thorax
Heart
Vascular System
Breast
Abdominal
Female Genitalia, Reproduction and Rectum
Male Genitalia and Rectum
Musculoskeletal System
ASSIGNMENT SCHEDULE:

I. Shock and Multisystem Failure
II. Oncology: Nursing Management in Cancer Care
III. Preoperative Nursing Management
IV. Immunologic Function
V. Assessment of Respiratory Function
VI. Digestive and Gastrointestinal Function
VII. Assessment of Cardiovascular Function
VIII. Assessment and Management of Patients with Hematologic Disorders
IX. Assessment and Management of Patients with Diabetes Mellitus
X. Assessment of Integumentary Function
XI. Sensorineural Function
XII. Assessment of Neurologic Function
XIII. Assessment of Musculoskeletal Function
XIV. Management of Patients with Urinary Disorders
XV. Assessment and Management: Problems of Female Physiological Processes

See your Lecture Calendar for individual instructor assignment schedule.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor.
Chipola policy allows each instructor to specify in the course handout the attendance policy. It also allows the instructor to decide whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction, (2) cannot withdraw, and (3) must receive a grade.**

See your First Day Handout for individual instructor or department-specific attendance and withdrawal policy.

**Fall 2009:** Last day to withdraw from a class is November 4, 2009. The last day to resign from all classes is November 18, 2009. Failure to follow these guidelines will result in a grade of “F” for the course.

**MAKE-UP POLICY:**

Chipola allows each instructor to specify in the instructor handout the makeup policy. Please see your first day handout for individual instructor policy.

**ACADEMIC HONOR CODE POLICY:**

Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to
1) uphold the highest standards of academic honesty in his/her own work;
2) refuse to tolerate academic dishonesty in the college community; and
3) foster a high sense of honor and social responsibility on the part of students.

Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment.

Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.
LINKING COURSE, DISCIPLINE, AND GENERAL EDUCATION COMPETENCIES

STUDENT LEARNING OUTCOMES FOR NUR 1211C

The student will:

<table>
<thead>
<tr>
<th></th>
<th>COLLEGE-LEVEL &amp; DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES*</th>
<th>Assessment Methods Used by Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the basic anatomy and pathophysiology of the body system.</td>
<td>N1, N2, N3, N4, N8, NS 1</td>
</tr>
<tr>
<td>2.</td>
<td>Describe and demonstrate physical assessment of the body system.</td>
<td>N1, N2, N3, N4, N8, NS1, T2, C8</td>
</tr>
<tr>
<td>3.</td>
<td>Identify basic disease processes that can occur within the body system to include clinical manifestations complications and management.</td>
<td>N1, N2, N3, N4, N8, NS1, T2, C8</td>
</tr>
<tr>
<td>4.</td>
<td>Discuss the function of the nurse in terms of basic nursing interventions for the disease processes in the body system.</td>
<td>N1-N8, N10, NS1, C3, C4</td>
</tr>
<tr>
<td>5.</td>
<td>Discuss the role of the nurse in psychosocial support of both the patient and the family of any culture for the different disease processes in the body system.</td>
<td>N1-N8, N10, NS1, C3, C4, SS11</td>
</tr>
</tbody>
</table>

For a list of Chipola’s College-Level Competencies, see www.chipola.edu.

INDIVIDUAL INSTRUCTOR HANDOUT – NUR 1211C
BASIC MEDICAL SURGICAL

Course Objectives:

Upon completion of this course, the student will be able to give safe and effective nursing care to adults experiencing uncomplicated alterations in:

1. Integumentary System
2. Musculoskeletal and Connective Tissue Systems
3. Neurological System
4. Endocrine System
5. Sensory System
6. Cardiovascular System
7. Hematological/Lymphatic Systems
8. Cancer
9. Immune System (HIV and AIDS)
10. Respiratory System
11. Digestive System
12. Urinary System
13. Reproductive System

**Topical Outline**

I. Shock and Multisystem Failure
   - Significance of Shock
   - Classifications of Shock
   - Conditions Precipitating Shock
   - Overall Management Strategies in Shock

II. Oncology: Nursing Management in Cancer Care
   - Epidemiology
   - Pathophysiology of the Malignant Process
   - Detection and Prevention of Cancer
   - Diagnosis of Cancer and Related Nursing Considerations
   - Nursing Process: The Patient With Cancer
   - Cancer Rehabilitation
   - Age-related Considerations

III. Immunologic Function
   - Assessment of Immune Function
   - Anatomic and Physiologic Overview
   - Assessment
   - Diagnostic Evaluation
   - Management of Patients with HIV Infection and AIDS
   - Prevention
   - Lab testing
   - Nursing Process with AIDS
   - Emotional and Ethical Concerns for Nurses
   - Assessment and Management of Patients with Allergic Disorders
   - Allergic Reaction: Physiologic Overview
   - Assessment
   - Diagnostic Evaluation
   - Allergic Disorders (Rhinitis, Dermatitis, Urticaria, Angioneurotic Edema)
   - Other Allergies
   - Assessment and Management of Patients with Rheumatic Disorders
   - Rheumatic Diseases
   - Diffuse Connective Tissue Diseases
   - Degenerative Joint Disease (Osteoarthritis)
   - Metabolic and Endocrine Disease Associated with Rheumatic Disorders
   - Arthritis Associated with Infectious Organisms
   - Neoplasms and Neurovascular, Bone, and Extra-Articular Disorders
   - Other Disorders
IV. Assessment of Respiratory Function
Anatomic and Physiologic Overview
Assessment
Diagnostic Evaluation
Upper Airway Infections
Nursing Process: The Patient With Upper Airway Infection
Sleep Apnea
Epistaxis
Nasal Obstruction
Nasal Fractures
Laryngeal Obstruction
Nursing Process with Laryngectomy
Management of Patients With Chest and Lower Respiratory Tract Disorders
Acute Tracheobronchitis
Atelectasis
Pneumonia and Nursing Process
Pulmonary Tuberculosis and Nursing Process
Chronic Obstructive Pulmonary Disease and Nursing Process
Chronic Bronchitis
Bronchiectasis
Emphysema
Asthma
Pulmonary Embolism
Sarcoidosis
Aspiration
Respiratory Care Modalities
Noninvasive Respiratory Therapies
Airway Management
Tracheostomy Care

V. Digestive and Gastrointestinal Function
Assessment of Digestive and Gastrointestinal Function
Anatomic and Physiological Overview
Assessment
Diagnostic Evaluation
Management of Patients with oral and Esophageal Disorders
Disorders of the Lips, Mouth, and Gums
Disorders of Teeth
Disorders of the Jaw
Disorders of the Salivary Glands
Cancer of the Oral Cavity
Disorders of the Esophagus and Nursing Process
Gastrointestinal Intubation and Special Nutritional Modalities
Gastrointestinal Intubation
Nursing Management (intubation)
Nasogastric and Nasoenteric Tube Feedings
Gastrostomy and Nursing Process
Management of Patients with Gastric and Duodenal Disorders
Gastritis
Peptic Ulcer and Nursing Process
Morbid Obesity
Gastric Cancer
Nursing Process Gastric Surgery
Management of Patients with Intestinal and Rectal Disorders
Abnormalities of Fecal Elimination
Irritable Bowel Syndrome
Conditions of Malabsorption
Acute Inflammatory Intestinal Disorders
Inflammatory Bowel Disease
Diverticular Disease
Nursing Process with Diverticulitis
Peritonitis
Regional Enteritis (Chron’s Disease)
Ulcerative Colitis
Management of Chronic Inflammatory Bowel Disorders
Ileostomy
Intestinal Obstruction
Colorectal Cancer
Colorectal Nursing Interventions
Polyps of the Colon and Rectum
Diseases of the Anorectum
Assessment and Management of Patients with Hepatic Disorders
Anatomic and Physiologic Overview
Assessment
Diagnostic Evaluation
Hepatic Dysfunction
Esophageal Varices
Assessment and Management of Patients with Biliary Disorders
Disorders of Gallbladder
Nursing Process with Gallbladder surgery
Disorders of Pancreas

VI. Assessment of Cardiovascular Function
Anatomic and Physiologic Overview
Assessment
Diagnostic Evaluation
Management of Patients with Dysrhythmias and Conduction Problems
Normal Conduction
ECG
Brief overview of analyzing ECG
Nursing process with Dysrhythmias
Management of Patients with Coronary Vascular Disorders
Coronary Atherosclerosis
Angina Pectoris and Nursing Process
Myocardial Infarction (MI) and Nursing Process
Nursing Process for patient awaiting cardiac surgery
Management of patients with Infectious Diseases of the Heart
Acquired Valvular Disorders
Mitral Valve Problems
Aortic Valve Problems
Cardiomyopathies and Nursing Process
Pericarditis
Management of Patients with complications of heart disease
Heart Failure and Nursing Process
Pulmonary Edema
Cardiogenic Shock
Cardiac Arrest
Assessment and Management of Patients with Vascular Disorders and Problems of Peripheral Circulation
Anatomic and Physiological Overview
Assessment
Diagnostic Evaluation
Management of Arterial Disorders and Nursing process
Aortic Aneurysm
Other Conditions
Management of Venous disorders
Chronic Venous Insufficiency
Nursing Process with Leg Ulcers
Varicose Veins
Management of Lymphatic Disorders
Assessment and Management of Patients with Hypertension
Hypertension Defined
Primary Hypertension
Nursing Process with Hypertension

VII. Assessment and Management of Patients with Hematologic Disorders
Anatomic and Physiological Overview
Pathophysiology of the Hematologic System
Assessment
Diagnostics
Management of Hematologic Disorders
Anemia and Nursing Process
Types of Anemia
Hemolytic Anemias
Polycythemia
Leukopenia and Neutropenia
Bleeding disorders
Acquired Coagulation Disorders
Therapies for Blood Disorders

VIII. Assessment and Management of Patients with Diabetes Mellitus
    Classification of Diabetes
    Overview of Physiology and Pathophysiology
    Diabetes Management
    Nutritional Management
    Monitoring glucose and ketones
    Pharmacologic therapy
    Nursing Management
    Hypoglycemia
    Nursing process with new diabetics
    Long term complications of Diabetes
    Diabetic Neuropathies
    Foot and leg problems
    Special Issues with Diabetes
    Nursing process with Diabetes
    Assessment and Management of Patients with Endocrine Disorders
    Anatomic and Physiologic Overview
    Assessment
    Diagnostic Evaluation
    The Pituitary Gland
    The Thyroid Gland
    The Parathyroid Glands
    The Adrenal Glands
    Corticosteroid therapy

IX. Assessment of Integumentary Function
    Anatomy and Physiology
    Assessment
    Skin Lesions
    Diagnostic Evaluation
    Management of Patients with Dermatologic Problems
    Skin Care
    Wound Care
    Management
    Pruritus
    Secretory Disorders
    Bacterial Infections
    Viral Skin Infections
    Fungal Mycotic Infections
    Parasitic Skin Infestation
    Contact Dermatitis
    Psoriasis
    Blistering Diseases
    Ulcerations
Benign Tumors

X.  Sensorineural Function
    Assessment and Management of Patients with Eye and Vision Disorders Anatomic and
    Physiologic Overview
    Assessment
    Impaired Vision
    Glaucoma
    Cataracts
    Retinal Detachment
    Macular Degeneration
    Orbital and Ocular Trauma (Brief Overview)
    Infectious and Inflammatory Eye Conditions
    Assessment and Management of Patients with Hearing and Balance Disorders
    Anatomic and Physiologic Overview
    Assessment
    Diagnostic Evaluation
    Hearing Loss
    Conditions of the External Ear
    Conditions of the Middle Ear
    Conditions of the Inner Ear
    Nursing Process with Mastoid Surgery
    Otosclerosis
    Aural Rehabilitation

XI.  Assessment of Neurologic Function
    Anatomic and Physiologic Overview (Central and Peripheral Nervous System)
    Functions of Nervous System
    Assessment: The Neurologic Examination
    Gerontologic Considerations
    Diagnostic Evaluation
    Management of Patients with Neurologic Dysfunction
    Altered Level of Consciousness
    Increased Intracranial Pressure
    Seizure Disorders
    Headache
    Management of Cerebrovascular Disorders
    Ischemic Stroke and Nursing Process
    Hemorrhagic Stroke and Nursing Process
    Management of Patients with Neurologic Trauma
    Quadriplegia and Paraplegia Nursing Process
    Management of Patients with Infections, Autoimmune Disorders, and Neuropathies
    Meningitis
    Encephalitis (brief overview)
    Multiple Sclerosis and Nursing Process
    Myasthenia Gravis
Guillain Barre Syndrome
Cranial Nerve Disorders
Management of patients with Oncologic or Degenerative Disorders
Parkinson’s Disease and Nursing Process
Huntington’s Disease
Other disorders

XII. Assessment of Musculoskeletal Function
Anatomic and Physiologic Overview
Assessment
Diagnostic Evaluation
Musculoskeletal Care Modalities
Managing Care of the Patient in a Cast
Managing the Patient with Splints and Braces
Managing the Patient with an External Fixator
Managing the Patient in Traction
Managing the Patient Undergoing Orthopedic Surgery and Nursing Process
Management of Patients with Musculoskeletal Disorders
Common Musculoskeletal Problems
Common Problems of the Upper Extremity
Common Foot Problems
Metabolic Bone Disorders
Musculoskeletal Infections
Management of Patients with Musculoskeletal Trauma
Contusions, Strains, and Sprains
Joint Dislocations
Sports Injuries
Fractures

XIII. Management of Patients with Urinary Disorders
Infections of the Urinary Tract
Gerontologic Considerations
Nursing Process with Lower Urinary Tract Infection
Acute Pyelonephritis
Primary Glomerular Diseases
Urolithiasis and Nursing Process
Genitourinary Trauma
Urethritis
Urethral Strictures
Interstitial Cystitis

XIV. Assessment and Management: Problems of Female Physiological Processes
Role of Nurses in Women’s Health
Anatomic and Physiologic Overview
Assessment
Diagnostic Evaluation
Management of Normal and Altered Female Physiologic Processes
Management of Normal and Altered Female reproductive Function
Other Issues
Management of Patients with Female Reproductive Disorders
Infectious Disorders
HPV and Herpes
Toxic Shock Syndrome
Chlamydia and Gonorrhea
Pelvic Inflammatory Disease
Structural Disorders
Benign Tumors and Conditions
Malignant Conditions
Hysterectomy
Assessment and Management of Patients with Breast Disorders
Anatomic and Physiologic Overview
Assessment
Diagnostic Evaluation
Overview of Breast Conditions and Diseases
Conditions Affecting the Nipple
Breast Infections
Benign Conditions of the Breast
Malignant Conditions of the Breast
Current Research in Breast Cancer
Prophylactic Mastectomy
Breast Cancer
Special Issues in Breast Cancer Management
Disease of the Male Breast
Assessment and Management: Problems of Male Reproductive Processes
Anatomic and Physiologic Overview
Assessment
Diagnostic Evaluation
Disorders of Male Sexual Function
Infections of the Male Genitourinary Tract
Conditions of the Prostate
Conditions Affecting the Testes and Adjacent Structures
Conditions Affecting the Penis

**Teaching Strategies:**
Lecture, discussions, projects, selected readings, handouts, audio-visuals, skills lab, return demonstration, clinical lab, simulations, and/or computer lab.

**Attendance Policy:**
Please refer to the Nursing Student handbook for information regarding attendance. Regular attendance is required in the nursing program and failure to attend regularly can lead to administrative withdrawal. Three or more absences of lecture constitute excessive absences. Students are responsible for making up their own work. Tests that are missed due to absences
are required to be taken the first day back to class. Students are required to call before class when absent on test days and failure to do so will result in a “0” for this test grade.

**Tardiness**
A student is considered tardy if not present in class or the clinical setting at the specified time, or leaves early. If a student is late for class three times this will equal one absence. Any assignment or test missed due to tardiness will result in a loss of grade (“0”). Repeated tardiness is grounds for dismissal from the program.

**Withdrawal Policy:**
Please refer to the Chipola College General Catalog and Nursing Student Handbook for information regarding the procedure to withdraw from the course. Failure to follow these guidelines will result in a grade of “F” for the course.

**Video List:**
- Assessing the Adult Head to Toe
- Overview of the PE
- Taking a Health History
- Examination Techniques
- The General Survey
- Skin, Hair, Nails
- Lymphatic System
- Head and Neck
- Ears
- Eyes
- Nose, Mouth, Pharynx
- Lungs and Thorax
- Heart
- Vascular System
- Breast
- Abdominal
- Female Genitalia, Reproduction and Rectum
- Male Genitalia and Rectum
- Musculoskeletal System
- Documentation
- The Child
- Older Adult
- Putting It All Together
- Skin Care Management
- Moist Wound Healing
- Diabetes: The Body Mechanic
- Diabetes: Listen to your Body
- Hyperglycemia and Hypoglycemia
- Pathophysiology of Diabetes
- I am Joe’s Heart
- The Human body: The Red River
Angina: A Message from your Heart
I am Joe’s Lung
Digestive Disorders and Irritable Bowel Syndrome
Managing your Colostomy
Managing your Ileostomy
Managing your Urostomy
Managing your Diarrhea