



**COLLEGE OF NURSING**  
Carlatan, San Fernando City, La Union

**PHILOSOPHY**

We believe in student centered approach to education and management.

We believe in achieving a lot with limited resources by knowing what other institutions are doing, adopting or improving and using that can be applied to the College.

We believe that a strong continuing faculty and staff development program in the college is a vital component of the total effort to attain the main goal of the College.

We believe in the stability and strength as a base for achieving quality education, relevant to national means and development of the total person.

We believe above all that giving honor and glory to God in everything we do, is most important in all official activities of the college.

**VISION**

We envision Lorma Colleges as an educational institution with a global perspective emphasizing quality, Christian values, and leadership skills relevant to national development.

**MISSION**

To empower students for service anywhere in the world through Christian-inspired, quality-driven, and service-oriented education and training.

<b>INSTITUTIONAL GRADUATE ATTRIBUTES</b>	<b>INSTITUTIONAL OUTCOMES</b>	
GOD FEARING	IO1	Internalize the Christian values
	IO2	Model the Christian values in their personal and professional lives.
DECISION MAKER, CRITICAL AND CREATIVE THINKER	IO3	Generate ideas and insights utilizing appropriate judgment in decision making.
	IO4	Utilize higher order thinking skills in decision making towards innovation and creating new technologies
	IO5	Apply innovative methods and new technologies to solve different problems and making decisions effectively
EFFECTIVE COMMUNICATOR	IO6	Communicate effectively ideas or knowledge through listening, speaking, reading, writing using culturally appropriate language.
SERVICE-DRIVEN CITIZEN	IO7	Imbibe the service-orientedness to oneself, to oneself, to one' s profession and towards the community.
REFLECTIVE LIFE LONG LEARNER	IO8	Commitment to continuously upgrade one' s education through readings, seminars and trainings
COMPETENT PROFESSIONAL	IO9	Perform exceptional knowledge, skills and right attitude in accomplishing duties and responsibilities beyond acceptable standards.

<b>NURSING PROGRAM OUTCOMES</b>		<b>INSTITUTIONAL OUTCOMES</b>	<b>VISION</b>	<b>MISSION</b>	<b>PHILOSOPHY</b>
After 4 years, the Lorma graduate will:					
1	Execute professional and social competence in the fields of specialization in accordance to national and international standards. More specifically, the Lorma graduate will be able to:				
	1.1 apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing;	IO1; IO9	✓	✓	✓
	1.2 provide safe, appropriate, and holistic care to individuals, families, population group and community utilizing nursing process;	IO3; IO4; IO7; IO9	✓	✓	✓
	1.3 apply guidelines and principles of evidence-based practice in the delivery of care;	IO5; IO8; IO9	✓	✓	✓
	1.4 communicate effectively in speaking writing and presenting using culturally appropriate language;	IO6	✓	✓	✓
	1.5 document to include reporting up-to-date client care accurately and comprehensively;	IO9	✓	✓	✓
	1.6 work effectively in collaboration with inter, intra, and multi-disciplinary and multi-cultural teams;	IO5; IO9	✓	✓	✓
	1.7 practice beginning management and leadership skills in the delivery of client care using a systems approach;	IO5	✓	✓	✓
	1.8 conduct research with an experienced researcher; and	IO5; IO9	✓	✓	✓
	1.9 apply techno-intelligent care systems and processes in health care delivery.	IO4; IO5; IO9	✓	✓	✓

2	Develop high level of comprehension for decision-making and critical thinking through continuous educational advancement necessary to personal and professional empowerment. In particular, the Lorma graduate will be able to:				
	2.1 engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular; and	IO3; IO4; IO8	✓	✓	✓
	2.2 apply entrepreneurial skills in the delivery of nursing care.	IO4; IO5	✓	✓	✓
3	Exemplify Cristian values, legal, and ethico-moral principles in serving individual clientele in various cross-cultural settings. Purposely, the Lorma graduate will be able to:				
	3.1 practice nursing in accordance with existing laws, legal, ethical, and moral principles;	IO1; IO2	✓	✓	✓
	3.2 demonstrate responsible citizenship and pride of being a Lorma graduate; and	IO2	✓	✓	✓
	3.3 adopt the nursing core values in the practice of the profession.	IO1; IO2; IO9	✓	✓	✓

### COURSE SYLLABUS

- |                                  |   |  |
|----------------------------------|---|--|
| <b>1. COURSE CODE</b>            | : | NCM 118  |
| <b>2. COURSE TITLE</b>           | : | CARE OF CLIENTS WITH LIFE-TREATENING CONDITIONS, ACUTELY ILL / MULTI-ORGAN PROBLEMS HIGH ACUITY AND EMERGENCY SITUATION  |
| <b>3. PRE - REQUISITE</b>        | : | NCM 116  |
| <b>4. CO - REQUISITE</b>         | : | N/A  |
| <b>5. COURSE CREDIT</b>          | : | Theory: 4 units; RLE: Skills Lab 1 unit; Clinical 4 Units  |
| <b>6. CONTACT HOURS/SEMESTER</b> | : | 72 Lecture Hours/ 204 RLE Hours  |
| <b>7. COURSE DESCRIPTION</b>     | : | This course deals with concepts, principles, theories, and techniques of nursing care of sick adult clients with life threatening conditions, acutely ill / multi-organ problems, high acuity and emergency situation toward health promotion, disease prevention, restoration and maintenance, and rehabilitation. The learners are expected to provide safe, appropriate, and holistic nursing care to groups of clients with health problems and special needs utilizing nursing process. |



3	Apply guidelines and principles of evidence-based practice in the care group of clients with life-threatening conditions, acutely ill / multi-organ problems, high acuity and emergency situations.	D	D	D	D	D	D	D	D	D	D
4	Practice nursing in accordance with existing laws, legal, ethical and moral principles nursing in the care of group clients with life-threatening conditions, acutely ill / multi-organ problems, high acuity and emergency situation.	D	D	D	D	D	D	D	D	D	D
5	Communicate effectively in speaking, writing, and presenting using culturally appropriate language in the care of groups of clients with life-threatening conditions, acutely ill / multi-organ problems, high acuity and emergency situation.	D	D	D	D	D	D	D	D	D	D
6	Document to include reporting up-to-date client care accurately and comprehensively in nursing care of groups of clients with life threatening conditions, acutely ill/ multi-organ problems, high acuity and emergency situation.	D	D	D	D	D	D	D	D	D	D
7	Work effectively in collaboration with inter-, intra-, and multidisciplinary and multi-cultural teams in the care of group of clients with life threatening conditions, acutely ill / multi-organ problems, high acuity and emergency situation.	D	D	D	D	D	D	D	D	D	D
8	Practice beginning management and leadership skills in the care of group of clients with life-threatening conditions, acutely-ill / multi-organ problems, high acuity and emergency situation.	P	P	P	D	D	D	D	D	D	D
9	Conduct research with an experienced researcher in the care of group of clients with life threatening conditions acutely ill / multi-organ problems, high acuity and emergency situation.	P	P	P	P	P	P	P	D	D	D
10	Engage in lifelong learning with a passion to keep current with national and global in the care of group of clients with life-threatening conditions acutely ill / multi-organ problems, high acuity and emergency situation.	D	D	D	D	D	D	D	D	D	D
11	Demonstrate responsible citizenship and pride of being a Filipino.	D	D	D	D	D	D	D	D	D	D
12	Apply techno-intelligent care systems and processes in care of group of clients with life-threatening conditions, acutely ill / multi-organ problems, high acuity and emergency situation.	D	D	D	D	D	D	D	D	D	D
13	Adopt the nursing core values in the delivery of care to group of clients with life-threatening conditions, acutely ill/ multi-organ problems, high acuity and emergency situation.	D	D	D	D	D	D	D	D	D	D

- **Legend:** I – Introduced;      P – Performed with supervision;      D – Demonstrated

### 10. Course Coverage

Week	Day	CLASSROOM TOPICS	Learning Resources	Teaching Learning Activities			Assessment Tasks	Course Outcomes
				LOLS: Lorma College of Nursing Online Learning System				
				CLASSROOM  1 hour and 30 minutes synchronous session	RLE			
8 hours/week synchronous session  16 hours/ week asynchronous session								
		Skills Laboratory	Clinical					
1	1	Re-orientation to the school policies, rules and regulations	Student Handbook and other school mandates	● Lecture - Discussion			Open Forum	CO1
	1	<b>UNIT 1: Introduction to Critical Care</b> <b>A. Scope of Critical Care Practice</b> 1. Development of Critical Care Nursing Practice, Education and Professional Activities in the Philippines  2. Critical Care Body of Knowledge Critical Care Competencies Professional Organizations.  <b>B. Leadership in Critical Care</b> 1. Standards of Practice	1. <a href="https://www.ccnapi.org/news-and-events/critical-care-nursing-guidelines-standards-and-competencies/">https://www.ccnapi.org/news-and-events/critical-care-nursing-guidelines-standards-and-competencies/</a>  2. <a href="https://www.ncbi.nlm.nih.gov/books/NBK221519/">https://www.ncbi.nlm.nih.gov/books/NBK221519/</a>  3. <a href="https://onlinelibrary.wiley.com/doi/10.1111/jonm.13151">https://onlinelibrary.wiley.com/doi/10.1111/jonm.13151</a>  4. <a href="https://www.medintensiva.org/en-introduction-">https://www.medintensiva.org/en-introduction-</a>	Lecture  Interactive Discussion  Journal Reading  Lecture Discussion			Quiz Via testmoz  Instant Feedback  Quiz Via Testmoz	CO1, CO2, CO7, C09, CO10

		2. Clinical Leadership						
	2	<b>C. Management Systems and Resources</b> 1. Resources and Supports in the Governance and Management of a Critical Care Unit  2. Physical Design and Equipment Requirements of a CCU 3. Human Resources Requirements, Supports and Training of the Workforce. 4. Leadership and Management Principles Influencing Quality, Efficacy and Appropriateness of a CCU 5. Risk Management	management-system-in-intensive-articulo-S2173572711000245	Lecture Interactive Discussion  Group Presentation  Video Presentation of ICU/CCU  Case Study on Sentinel/Adverse Events				CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8
3	2	<b>Quality and Safety</b> 1. Evidence-based Nursing (EBN) Steps in the EBN Process (PICO) Population, Intervention, Comparison, Outcome format.  (SPIDER) Sample, Phenomenon of Interest. Design, Evaluation, Research Type	5. <a href="https://accessmedicine.mhmedical.com/content.aspx?bookid=1944&amp;sectionid=143516337">https://accessmedicine.mhmedical.com/content.aspx?bookid=1944&amp;sectionid=143516337</a>	Lecture/ interactive discussion		Research Journal	Quiz via testmoz	
	1	Types of Outcome 2. Clinical Practice Guidelines Steps in Developing Clinical Guidelines  3. Quality and Safety Monitoring Care Bundles Checklists Continuous Quality Improvement		Lecture/ interactive discussion  Lecture  Focus-Group Discussion		Best Practice for ICU Rounds	Quiz via Testmoz  Instant Feedback	CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8

		PDCA (Plan, Do, Check, Act)						
4	2	<p><b>Nurse's Role as Member of The Research Team</b></p> <p>Ethics in Research</p>	<p>6. <a href="https://www.pat.nhs.uk/education-and-research/research-nurses-our-role.htm#:~:text=Research%20nurses%20play%20a%20vital,and%20ultimately%20improving%20patient%20care.&amp;text=Identifying%20and%20screening%20potential%20patients,to%20participate%20in%20a%20study">https://www.pat.nhs.uk/education-and-research/research-nurses-our-role.htm#:~:text=Research%20nurses%20play%20a%20vital,and%20ultimately%20improving%20patient%20care.&amp;text=Identifying%20and%20screening%20potential%20patients,to%20participate%20in%20a%20study</a></p>			Journal Sharing	Instant Feedback	
5	1	<p><b>Information and Communication Technologies in CCU</b></p> <p>1. Clinical Information System 2. Computerized Provider Order Entry (CPOE) 3. hand-held Technologies 4. Tele-health Initiatives</p>	<p>7. <a href="https://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-21-2016/No2-May-2016/Information-and-Communication-Technology.html">https://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-21-2016/No2-May-2016/Information-and-Communication-Technology.html</a></p>	Lecture-Discussion Video Presentation			Quiz Via Testmoz  Instant Feedback	CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9
6	1	<p>Patient safety Guidelines in Critical Care</p> <p>Ethical and Legal Considerations in the care of Critically ill</p> <p>Scope of Nursing Practice based on RA 9173</p>	<p>8. <a href="https://accessmedicine.mhmedical.com/content.aspx?bookid=1944&amp;sectionid=143516337#143934173">https://accessmedicine.mhmedical.com/content.aspx?bookid=1944&amp;sectionid=143516337#143934173</a></p> <p>9. <a href="https://www.officialgazette.gov.ph/2002/10/21/republic-act-no-9173/">https://www.officialgazette.gov.ph/2002/10/21/republic-act-no-9173/</a></p>	Evocative Discussion  Case Scenario Analysis  Interactive Lecture-Discussion			Quiz via Testmoz  Group Feedback	CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8,



		<p>Patient's Bill of Rights and Obligations: Unconscious Client</p> <p>Research: Publications and Conference Presentations</p> <p>Continuing Professional Development in Critical Care Nursing</p> <p>ICU Nurses as a Patient's Advocate End of Life Care Palliative Care for Critically Ill Safe Practices in the ICU</p> <p>Advocacy: Access to Social Care Services Philhealth DOH DSWD PAGCOR PCSO</p> <p>Professional Decorum in Critical Care</p>	<p>10. The Importance of Continuing Professional Development to ...<a href="https://www.mdpi.com">https://www.mdpi.com</a></p>	<p>Journal Reading</p>		<p>Participate / attends in conference</p>	<p>Reflection Paper</p>	
		<p><b>PRELIM EXAMINATION</b></p>						<p>CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9</p>

7	1	<p><b>Nursing Care of Clients with Life-Threatening Conditions, Acutely ill / Multi-organ Problems, High Acuity and Emergency Situation</b></p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Subjective Data History</li> <li>2. Objective Data Physical Assessment Diagnostic studies/ Procedures</li> </ol> <p>B. Analysis/ Nursing Diagnosis</p> <p>C. Planning</p> <ol style="list-style-type: none"> <li>1. Planning for Health Promotion</li> <li>2. Planning for Health Restoration and Maintenance</li> </ol> <p>D. Implementation of Care of Clients</p> <ol style="list-style-type: none"> <li>1. Independent Nursing Care Physiologic Care Psychosocial Care Spiritual Care</li> <li>2. Interdependent Care Pharmacological Therapeutics Complementary and Alternative Therapies Nutritional and Diet Therapy Surgical Interventions Immunologic Therapy</li> </ol>				<p>Skills Lab: Demonstration and Return Demonstration</p> <p>Case Assignment Supervised Practice</p> <p>Case Analysis</p> <p>Case Presentation</p>	<p>Quiz via Testmoz</p> <p>Performance checklist: Critical Care Nursing Skills</p> <p>Rubrics: -NCP -Performance Evaluation</p> <p>Rubrics: Case Studies</p> <p>Case Presentation</p>	<p>CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8,</p>
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		<p>E. Client Education</p> <p>F. Evaluation of the Outcome of Care</p> <p>G. Reporting and documentation of Care</p>						
8	1	<p><b>Nursing Care of Clients with Altered Ventilatory Function</b></p> <p>Acute and Chronic Obstructive Pulmonary Disease</p> <p>Pulmonary Embolism</p> <p>Acute Respiratory Distress Syndrome / Acute Lung Injury</p> <p>Respiratory Failure</p> <p>Pneumonia</p> <p>Community acquired</p> <p>Ventilator acquired</p> <p>Respiratory Pandemics</p> <p>Pulmonary Hypertension</p> <p>Pneumothorax</p> <p>A. Assessment</p> <p>1. Subjective Data</p> <p>Nursing History</p> <p>2. Objective Data</p> <p>Physical Assessment</p> <p>Diagnostic Assessment</p> <p>a. Non-invasive-oximetry</p> <p>b. Invasive oximetry</p> <p>-ABG</p> <p>-Pulmonary Wedge Pressure</p> <p>- Pleural Fluid Analysis</p> <p>- Pulmonary Angiography</p> <p>- Ventilation-perfusion (V/Q) Scan</p>	<p>11. <a href="https://www.myamericannurse.com/caring-patients-respiratory-failure/">https://www.myamericannurse.com/caring-patients-respiratory-failure/</a></p>	<p>Lecture-Discussion</p> <p>Case Studies and Case Question</p> <p>Research Vignettes</p> <p>Critical Care Nursing</p> <p>Film Clips/ Videos on: Advances/Complex Nursing Procedures</p> <p>-Nursing Care of Critically ill Clients</p>	<p>Skills lab:</p> <p>Demonstration and Return</p> <p>Demonstration of:</p> <p>Variable flow devices</p> <p>Airway support</p> <p>Endotracheal and Tracheostomy Tubes</p> <p>Mechanical Ventilator</p>	<p>Instant Feedback</p> <p>Instant feedback</p> <p>Performance Checklist</p>	<p>CO1, CO2, CO7, CO9, CO10</p>	

	2	<p style="text-align: center;">- Capnography</p> <p>B. Nursing Diagnoses          Ineffective Airway Clearance related to excessive and Tenacious Secretions          Impaired Gas Exchange related to Activity Intolerance          Anxiety related to Breathlessness          Powerlessness related to Feeling of Loss of Control          High Risk for Ineffective Therapeutic Regimen          Management related to Lack of Knowledge</p> <p>C. Planning for Health Restoration and Maintenance          Client Positioning          Preventing Desaturation          Promoting Secretion Clearance          Patient Education          Optimizing Oxygenation and Ventilation          Preventing Atelectasis</p> <p>D. Implementation          1. Medical/Surgical Management          Mobilization of Secretions          Artificial Airway Management          Administering Oxygen</p>		<p>Lecture Discussion on:          -Best Practices in the long term management in respiratory failure.</p> <p>-Evidenced-based practice guidelines for the prevention of ventilator-associated pneumonia</p> <p>-Case Questions on:          Essential Content          Care of Clients in mechanical ventilation.</p>			<p>Quiz via Testmoz</p>	
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		<p>Therapy</p> <p>Mechanical Ventilation</p> <p>Thoracic Surgeries</p> <p>Lung Transplantation</p> <p>2. Pharmacologic Management</p> <p>3. Complementary and Alternative Medicines</p> <p>Echinacea</p> <p>Goldenseal</p> <p>Zinc</p> <p>4. Nutritional and Diet Therapy</p> <p>Tube Feeding</p> <p>Fluid Therapy</p> <p>High CHON, High Calorie Supplements</p> <p>E. Client Education</p> <p>F. Evaluation</p>						
9	1	<p><b>Nursing Care of Clients with Altered Tissue Perfusion</b></p> <p>Acute Ischemic Heart Disease</p> <p>Heart Failure</p> <p>Cardiogenic Arterial Disease</p> <p>Hypertensive Crisis</p> <p>Cardiomyopathy</p> <p>Arrhythmias</p> <p>A. Assessment</p> <p>1. Subjective Data</p> <p>-Nursing History</p> <p>2. Objective Data</p> <p>-Physical Assessment</p> <p>- Diagnostic Assessment</p> <p>a. Non-Invasive</p> <p>-ECG</p> <p>- Echocardiography</p> <p>b. Invasive</p>	12. <a href="https://nurseslabs.com/ineffective-tissue-perfusion/">https://nurseslabs.com/ineffective-tissue-perfusion/</a>	<p>-lecture/ interactive discussion</p> <p>Virtual Excursion Exercises</p> <p>a. Case Studies of clients with altered Cardiovascular Disorders</p> <p>b. Round Table Discussion on: Evidenced-based Practice</p> <p>Evocative Discussion on the use pf</p>		<p>Skills Lab: Demonstration and Return demonstration</p> <p>Application of 12 Lead ECG</p>	<p>Quiz via Testmoz</p> <p>Performance Checklist</p>	CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9

10	2  1	<ul style="list-style-type: none"> <li>- Cardiac Catheterization</li> <li>- Central Venous Pressure</li> <li>- Pulmonary Artery Pressure (PAP)</li> <li>-Intra-arterial Blood Pressure Monitoring</li> <li>-Left Arterial Pressure Monitoring</li> </ul> <p>B. Nursing Diagnoses</p> <ul style="list-style-type: none"> <li>Activity Intolerance related to Insufficient Oxygen for Activities of Daily Living</li> <li>Anxiety related to Breathlessness</li> <li>Imbalanced Nutrition Less than Body requirements related to Nausea;</li> <li>Anorexia</li> <li>    Secondary to Venous.</li> <li>Impaired Peripheral Tissue Perfusion Related to Venous Congestion.</li> <li>Disturbed Sleep Pattern Related to Nocturnal Dyspnea</li> <li>Powerlessness Related to Progressive Nature of Condition.</li> <li>High Risk for Ineffective Therapeutic Regimen Management Related to Lack of Knowledge</li> <li>Pain Related to impaired circulation.</li> </ul>		<p>flowchart of the pathophysiology of Heart failure.</p> <p>Concept Mapping</p>		<ul style="list-style-type: none"> <li>-ECG Reading and Interpretation</li> <li>-Video: Code Blue</li> <li>-Debriefing: Post Code</li> </ul> <p>Exposure Visit to Special Areas: ICU/CCU Cardiovascular Rehabilitation Center</p>	<p>Sociogram</p> <p>Quiz via Testmoz</p> <p>Instant feedback</p>	
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11	1	C. Planning Recognize Myocardial Ischemia Relieve Chest Pain Maintain a Calm Environment Balance of myocardial Oxygen and Demand Optimize Cardiopulmonary Function		Case Study -Research vignette		Case Assignment  Nursing Care Plan (NCP)	Performance Evaluation Checklist  ACLS Performance Checklist	CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9; CO10
12	1	Promote Comfort and Emotional Support Monitor Effects of Pharmacological Therapy Patient Education						

**MIDTERM EXAMINATION**

13	1	<p>D. Implementation          Medical/Surgical Management          -Recanalization          -Palliative Care for End-Stage Heart Failure          Percutaneous Transluminal Angioplasty          -Pacemakers          -Cardioversion          -Ablation          -CABG          -IABP          -Heart Transplantation</p>		<p>Use if Advanced Cardiac Life Support (ACLS) treatment algorithm</p>		<p>Drug Study of Assigned Client</p>	<p>Paper and Pencil Test</p> <p>Rubrics: Drug Study</p>	<p>CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9</p>
14	1	<p><b>Nursing Care of Clients with Altered Metabolic-Gastrointestinal and Liver Function</b>          Acute GI Bleeding          Intra-abdominal Hypertension and Abdominal Compartment Syndrome          Liver Failure          Acute Pancreatitis          Bariatric          Diabetic ketoacidosis</p>	<p>13. <a href="https://aasldpubs.onlinelibrary.wiley.com/doi/full/10.1002/hep.31117">https://aasldpubs.onlinelibrary.wiley.com/doi/full/10.1002/hep.31117</a></p>	<p>Lecture-Discussion</p>		<p>Skills Lab: Demonstration and Return demonstration on: use of Blood Glucometer (BGM)</p>	<p>Quiz via Testmoz</p> <p>Performance Checklist</p>	<p>CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9</p>
	2	<p>A. Assessment          1. Subjective Data              -Nursing History          2. Objective Data              -Physical Assessment              - Diagnostic Assessment              a. Non-invasive</p>						



15	1	<ul style="list-style-type: none"> <li>-Guaiac Test</li> <li>-Hepatobiliary Scan</li> <li>-CBG</li> <li>b. Invasive</li> <li>- Blood Glucose</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>- Esophago-Gastroduodenoscopy (EGD)</li> <li>-Endoscopic Retrograde Cholangio-pancreatography (ERCP)</li> <li>- Percutaneous Transhepatic Cholangiography (PTC)</li> <li>- Liver Biopsy</li> <li>- Serum Blood Studies</li> </ul> <p>B. Nursing Diagnoses</p> <p>Acute/Chronic Pain related to Lesions Secondary to Increase Gastric Secretions</p> <p>Imbalanced Nutrition: Less than Body Requirements Related to Anorexia</p> <p>Impaired Comfort Related to Pruritus</p> <p>Excess Fluid Volume related to Portal Hypertension</p> <p>Pain related to Liver Enlargement</p> <p>High Risk for Ineffective Therapeutic Regimen related to Lack of knowledge</p> <p>Decreased cardiac output related to alterations in preload</p> <p>Deficient Fluid Volume related</p>				<p>-Use of Blood Glucometer (BGM)</p>		
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	2	<p>to absolute blood Loss. Anxiety related to threat to biologic, psychologic and / or Social integrity hyperthermia related to increased metabolic rate.</p> <p>C. Planning Administering Volume Replacement Controlling the bleeding Maintaining surveillance for complications Administering Fluids, Insulin, and Electrolytes Monitor Response to Therapy Survey for complications Normalize Body Temperature</p> <p>D. Implementation Medical / Surgical Management -Volume Restoration -Nasogastric Suction Tubes - Esophagogastric Balloon Tamponade Tubes - Billroth I and II - Transigular Intrahepatic Portosystemic Shunt - Liver Transplantation - Reverse Hydration - Reverse ketoacidosis - Electrolyte Replacement - Rapid Hydration</p> <p>Pharmacologic Management</p>	<p>14. <a href="https://www.brainkart.com/article/Nursing-Process--The-Patient-With-Altered-Elimination-Patterns_31654/">https://www.brainkart.com/article/Nursing-Process--The-Patient-With-Altered-Elimination-Patterns_31654/</a></p>	<p>Use of Algorithm on Intra-abdominal Hypertension and Abdominal Compartment Syndrome</p> <p>Lecture-Discussion</p> <p>Lecture-Discussion</p>		<p>Case Assignment</p> <p>Nursing Care Plan</p> <p>Drug Study of an Assigned Client</p>	<p>Instant Feedback</p> <p>Performance Evaluation Checklist</p> <p>Rubrics: NCP</p> <p>Quiz via Testmoz</p> <p>Rubrics: Drug Study</p> <p>Rubrics: Nursing Care Plan</p> <p>Quiz via</p>	
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	2	<p>Retention  Risk for Infection related to Alterations in the Immune System and Host Defenses  Altered Nutrition:Less than Body Requirements Related to Catabolic State, Anorexia  Risk for Injury Related to GI Bleeding</p> <p>C. Planning  Identifying Risk Factors  Infectious Complications  Fluid Balance  Electrolyte Imbalance  Preventing Anemia</p> <p>D. Implementation  Medical / Surgical management  -Fluid Resuscitation  -Peritoneal Dialysis  -Hemodialysis  -Continuous Renal Replacement Therapy (CRRT)  Pharmacological management  Diet and Nutrition Management  -Electrolytes Restriction  -Fluid Restriction  -High CHO Diet</p> <p>Complimentary Alternative Therapy  - "Halamang Gamot"</p>				<p>Case Assignment</p> <p>Nursing Care Plan</p>	<p>Nursing Care Plan</p> <p>Rubrics:  Dietary Plan</p>	<p>CO1;  CO2;  CO3; CO4  CO5;  CO6,  CO7,  CO8, CO9</p>
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		<p>E. Client Education</p> <p>F. Evaluation of outcomes of Care</p> <p>G. Reporting and documentation of care</p>						
17	1	<p><b>Nursing Care of Clients with Altered Perception</b></p> <p>Traumatic brain Injury Acute Ischemic Stroke Traumatic SCI</p> <p>A. Assessment</p> <p>1. Subjective Data</p> <ul style="list-style-type: none"> <li>- Nursing History</li> </ul> <p>2. Objective Data</p> <ul style="list-style-type: none"> <li>- Diagnostic Assessment</li> </ul> <p>a. Brain Imaging Techniques- CT, MRI, PET</p> <p>b. Cerebral Angiography</p> <p>c. Cerebral Perfusion</p> <p>d. Intracranial Pressure Monitoring</p> <p>e. Pulse waveforms</p> <p>f. Assessment of cerebral oxygenation invasive: Transcranial Doppler Continuous EEG, Near infrared spectroscopy</p> <ul style="list-style-type: none"> <li>- Jugular Venous oximetry partial Brain Tissue oxygenation Monitoring</li> <li>- Non-invasive Assessment</li> </ul> <p>A. Neurological Assessment</p> <p>1. Level of Consciousness</p> <ul style="list-style-type: none"> <li>- Glasgow Coma Scale</li> <li>- Full Outline of</li> </ul>	<p>16. <a href="https://www.aacn.org/store/books/ecco4miind/ecco-4-caring-for-patients-with-multisystem-disorders-icu">https://www.aacn.org/store/books/ecco4miind/ecco-4-caring-for-patients-with-multisystem-disorders-icu</a></p>	Lecture Discussion				<p>CO1;</p> <p>CO2;</p> <p>CO3; CO4</p> <p>CO5;</p> <p>CO6,</p> <p>CO7,</p> <p>CO8, CO9</p>

	2	<p>Unresponsiveness (FOUR) Score</p> <ol style="list-style-type: none"> <li>2. Cranial Nerve Testing</li> <li>3. Cerebellar Testing</li> <li>4. Sensory Assessment</li> <li>5. Motor Assessment</li> <li>6. Reflexes</li> </ol> <p>B. Nursing Diagnoses</p> <p>Ineffective perfusion related to Decreased Cerebral Blood Flow</p> <p>Ineffective Cerebral Tissue Perfusion related to Hemorrhage</p> <p>Acute Pain related to Transmission and Perception Or Cutaneous Cerebral Tissue</p> <p>Unilateral Neglect related to Perceptual Disruption</p> <p>Impaired Verbal Communication related to Cerebral Speech Center Injury</p> <p>C. Planning</p> <ol style="list-style-type: none"> <li>1. Performing Frequent Assessments</li> <li>2. Maintaining Surveillance for Complications</li> </ol> <p>D. Implementation</p> <p>Medical/Surgical Management</p> <ul style="list-style-type: none"> <li>- Bleeding Management</li> <li>- Evacuation of Blood Clots</li> </ul> <p>Pharmacological Management</p>	<p>17. <a href="https://oxfordmedicine.com/view/10.1093/med/9780199231355.001.0001/med-9780199231355-chapter-33">https://oxfordmedicine.com/view/10.1093/med/9780199231355.001.0001/med-9780199231355-chapter-33</a></p>			<p>Case Assignment</p> <p>Nursing Care Plan</p> <p>Drug Study of an Assigned Client</p> <p>Dietary Plan</p>	<p>Performance Evaluation Checklist</p> <p>Rubrics: Nursing Care Plan</p> <p>Rubrics: Drug Study</p> <p>Rubrics: Dietary Plan</p> <p>Quiz via Testmoz</p> <p>Instant Feedback</p>	
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		<p>Diet and Nutritional Therapy</p> <ul style="list-style-type: none"> <li>- Antioxidants</li> <li>- Phytochemical</li> </ul> <p>Complementary and Alternative Therapy</p> <ul style="list-style-type: none"> <li>-Bilbery</li> </ul> <p>E. Client Education</p> <p>F. Evaluation of Outcomes of Care</p> <p>G. Reporting and Documentation of Care</p>		Lecture-Discussion			
18	1	<p><b>Nursing Care of Clients with Multisystem Problems</b></p> <p>Shock</p> <p>Systemic Inflammatory Response Syndrome (SIRS)</p> <p>Multiple Organ Dysfunction Syndrome (MODS)</p> <p>A. Assessment</p> <ul style="list-style-type: none"> <li>-Clinical manifestations and Effects</li> <li>-Sequential Organ Failure Assessment (SOFA)</li> <li>- Diagnostic Studies</li> </ul> <p>B. Nursing Diagnosis</p> <p>C. Planning</p> <p>D. Implementation</p> <ul style="list-style-type: none"> <li>-Collaboration Care</li> <li>-Drug Therapy</li> <li>-Nursing Management</li> </ul>		Flipped Classroom	Case Studies	<p>Instant Feedback</p> <p>Rubrics: Case Study</p> <p>Quiz via</p>	<p>CO1;</p> <p>CO2;</p> <p>CO3; CO4</p> <p>CO5;</p> <p>CO6,</p> <p>CO7,</p> <p>CO8, CO9</p>

		E. Client Education F. Evaluation of Outcomes of Care G. Reporting and Documentation of Care		Lecture -Discussion		Testmoz	
2	<b>Nursing Care of Clients in Emergency Situation</b>	<p>Medical Emergencies</p> <p>1. Airway, Breathing, Circulation (ABC) Foreign body obstruction Inhalation Injury Anaphylaxis Thoracic Emergency Trauma Cardiac Arrest External Hemorrhage</p> <p>2. Disability (D) Head Injury Stroke</p> <p>3. Environmental Emergency Heat related Emergencies Submersion Injuries Stings and Bites Poisoning Drowning and Near Drowning Diving Lightning Soil Erosion/ Landslide Volcanic Eruption Floods</p> <p>A. Assessment Triage Five-Level Emergency</p>		<p>Video: American Heart Association/ Philippine Heart Association</p> <p>Lecture-Discussion</p>	<p>Case Assignment: Supervised Practice</p> <p>Demonstration</p>	<p>Instant Feedback</p> <p>Performance Evaluation Checklist</p> <p>Quiz via Testmoz</p> <p>Instant Feedback</p> <p>Performance Checklist</p> <p>Performance</p>	<p>CO1; CO2; CO3; CO4 CO5; CO6, CO7, CO8, CO9</p>



		Severity Index (ESI) Primary Survey Secondary Survey History				and Return Demonstration	Evaluation Checklist		
		B. Planning C. Implementation D. Client Education E. Evaluation of Outcomes of Care F. Reporting and Documentation of Care				Case Assignment: Supervised Practice			
	2	<b>FINAL EXAMINATION COMPREHENSIVE EXAMINATION</b>							

## 11. COURSE EVALUATION

COURSE REQUIREMENT (Lecture Component)	Total Weight (%)	COURSE REQUIREMENT (RLE Component)	Total Weight (%)
<b>A. Term Grade</b>		<b>A. Term Grade</b>	
<b>1. Class Standing</b>	66.67% (2/3)	<b>1. Rotation Grades</b>	80%
<ul style="list-style-type: none"> <li>Attendance (5%) Note: 1) 6 synchronous classes per term hence a perfect attendance is computed as 6/6 x60%+40% x 5%</li> <li>2) For every absence, deduct 1 from the 6 total number attendance every term and go on computation using the abovementioned transmutation.</li> <li>3) Disregarding the minutes, 3 accumulated tardiness is equivalent to 1 day of absence.</li> <li>Recitation and Other Assessment Tasks (15%) Note: 1) 5 points minimum, increment of 1 for every correct answer</li> </ul>		Rotation grade is computed with the following: <b>FOR SKILLS LAB</b> <ul style="list-style-type: none"> <li>Competencies (60%) Note: Competency Grade= (total score) / (total # of items) = _____ X 60 = _____ / 5 = _____ + 40 = _____ %</li> <li>Requirements (30%) ✓ Related Journals and other Assessment Tasks (20%)</li> </ul>	

<p>made by the student (10 points maximum). 2) For other assessment tasks, a standard rubric or pointing system will be followed as agreed upon the nursing faculty.</p> <ul style="list-style-type: none"> <li>• Quizzes (46.67%)</li> </ul> <p>Transmutation Formula = <math>\frac{\text{Total Score}}{\text{Total \# of Items}} \times 60\% + 40\%</math></p>		<ul style="list-style-type: none"> <li>✓ Quizzes &amp; Case Study (30%) <ul style="list-style-type: none"> <li>• Affective (10%) <ul style="list-style-type: none"> <li>✓ Attendance – 5%</li> </ul> </li> </ul> </li> </ul> <p>Note: There are 9 synchronous meetings for every rotation, therefore, a perfect attendance is computed using the 60%-40% transmutation</p> <ul style="list-style-type: none"> <li>✓ Attitude – 5%</li> <li>✓ Uniform – 5%</li> </ul> <p>(If with Major Exam, 20% will be added to the 80% of Competencies and Requirements)</p> <ul style="list-style-type: none"> <li>• Average Rotation Grade = <math>\frac{\text{Rotation Grade 1} + \text{Rotation Grade 2} + \text{Rotation Grade 3} \dots + \text{Rotation Grade n}}{3 \text{ (\# of Rotation Grades)}}</math></li> </ul> <p><b>FOR LEARNING PACKET</b></p> <ul style="list-style-type: none"> <li>• Competencies (50%) <p>Note: Competency Grade= (total score) / (total # of items) = _____ X 60 = _____ / 5 = _____ + 40 = _____ %</p> </li> <li>• Requirements (30%) <ul style="list-style-type: none"> <li>✓ Related Journals and other Assessment Tasks (20%)</li> <li>✓ Quizzes &amp; Case Study (30%)</li> </ul> </li> <li>• Affective (10%) <ul style="list-style-type: none"> <li>✓ Attendance – 5%</li> </ul> </li> <li>• There are 9 synchronous meetings for every rotation, therefore, a perfect attendance is computed using the 60%-40% transmutation <ul style="list-style-type: none"> <li>✓ Attitude – 5%</li> <li>✓ Completion task – 5%</li> </ul> </li> </ul>	
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<b>2. Term Examination</b>	33.33% (1/3)	<b>2. Term Examination</b>	20%
<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100%</b>
<b>B. Final Final Grade</b>		<b>B. Final Final Grade</b>	
1. Preliminary Grade	30%	a. Preliminary Grade	30%
2. Midterm Grade	30%	b. Midterm Grade	30%
3. Final Grade	40%	c. Final Grade	40%
<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100%</b>
<b>NOTE:</b> For professional nursing subjects the final final grade is computed as follows: <ul style="list-style-type: none"> <li>80% of the Tentative Final Final Grade (Prelim+ Midterm +Final) + 20% of the Comprehensive Exam</li> </ul>		Transmutation Formula = (total score) / (total # of items) = _____ X 50 = _____ / 5 = _____ + 50 = _____ % (Score of Competencies)	

### RUBRIC FOR EVERY ASSESSMENT TASKS

Assessment Tasks	Code	CRITERIA/MECHANICS
<b>Attendance</b>	<b>A95+1</b>	6/6 attendance for synchronous sessions/term Definition (as per Student Handbook pg. 14): <ul style="list-style-type: none"> <li>Excused Absences – sickness/illness supported by a Medical Certificate, death of immediate family members, sickness or hospitalization of nearest kin or guardian, represent the college in a competition or any similar event.</li> <li>Unexcused Absences – family reunion, running for an errand, unavailable rides/traffic or any other reasons which do not constitute an excused absence.</li> <li>Late: 1-15 minutes</li> <li>Absent: beyond 15 minutes</li> </ul> <b>Note:</b> 3 accumulated lates will be considered 1 day absent. Disregard the number of minutes incurred.
	<b>Code</b>	<b>MECHANICS</b>
<b>Recitation</b>	<b>R5+1</b>	<ul style="list-style-type: none"> <li><b>1 point</b> – accurate answer</li> </ul> <b>0.5 point</b> - inaccurate/erroneous answer/attempted

	Code	Criteria	Mechanics					Score
NCP, Drug Study	EC5	Explanation	All explanations are clear and detailed.	All explanations are clear, but only some are detailed.	All explanations are clear, but lack detail.	Some explanations are either difficult to understand or are missing components.	Most explanation are either difficult to understand or are missing components	
		Correctness	At least 90% of the problems or questions are correctly answered.	At least 80% of the problems or questions are correctly answered.	At least 60% of the problems are correctly answered.	At least 50% of the problems or questions are correctly answered.	Less than 50% of the problems or questions are correctly answered.	
		PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	Output is submitted after 1 week of deadline	Output is submitted after 2 weeks or more of deadline	
<b>TOTAL</b>								

	Code	Criteria	Mechanics				Score
Flipped Video, PowerPoint/ Slides Presentation	AQC4	Appropriateness and Potential	The video is awesome and it could "go viral" and employs "sweet spots" (things that the audience can relate to). Almost everyone who watches it will want to pass it on to someone they know.	The video is appropriate. Most people would pass this video on to their friends and family through social networking.	The video is someone inappropriate and the average person would probably not want to associate himself or herself with this video.	The video is inappropriate, the average person would not want to associate themselves with this video by reposting on social media.	
		Quality of Production	The video is very well produced with great audio/picture/compositi	The video is well produced with good audio/picture/compos	The video is adequately produced with	The video is very poorly produced with bad	

			on.	ition.	satisfactory audio/picture/compo sition.	audio/picture/compos ition.	
		Creativity and Planning	A huge amount of creativity and thought is evident in the project.	A great deal of creativity and thought is evident in the project and it is carefully planned.	Some creativity and thought is evident in the project, however it looks rushed or incomplete.	Very little creativity and thought is evident in the project.	
		PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	Output is submitted after 1 week or more of deadline	
<b>TOTAL</b>							

	Code	Criteria	Mechanics				
			4	3	2	1	Score
<b>Oral Reporting, Case Presentation and other oral presentations</b>  1. Department (50%)  1. Content/Output (50%) – Use rubric for case analysis	<b>BEIPPV4</b>	Body Language	Movements seemed fluid and helped the audience visualize.	Made movement or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	
		Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	
		Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	
		Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned	

						time interval.	
		Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them, displays little or no tension.	Displays mild tension, has trouble recovering from mistakes.	Tension and nervousness is obvious, has trouble recovering from mistakes.	
		Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	
		PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	Output is submitted after 1 week or more of deadline	
<b>TOTAL</b>							

	Code	Criteria	MECHANICS			Score
			3	2	1	
<b>Case Analysis/ Journal Sharing/Journal Reading/Case Study/ Situational or Problem-Based Seat Work and Assignment, Reaction Paper, Essay and other Creative Writings</b>	IPKAC3	Issues	Presents an accurate, detailed and insightful description of a variety of problems and opportunities.	Accurately identifies and describes some problems and opportunities.	Mischaracterizes problems and/or overlooks issues.	
		Perspectives	Manifests concern for equity and analyzes situations with view toward respecting persons. Seeks to understand the positions of others and generally succeeds.	Presents insight into the perspectives of some, or presents limited insight into the perspectives of many.	Displays little or no social sensitivity. May be stereotyping or generalizing about groups. Exhibits little regard for the perspective of others.	
		Knowledge	Presents a balanced and critical view of multiple sources of knowledge	Utilizes a variety of sources of knowledge as criteria for reasoning and	Demonstrates unchallenged dependence on	

			(personal experience, theory, and research, facts) to create criteria for informed judgments.	decisions.	authority, experts, or gut instinct to the exclusion of other sources of evidence and better reasoning.	
		Actions	Considers a variety of actions that address the multiple issues present.	Identifies appropriate actions addressing some of the issues present.	Perceives few or limited alternative actions. Does not address fully the spectrum of issues raised.	
		Consequences	Recognizes the complex, interactive nature of educational actions and decisions. Draws attention to the broader social consequences related to schooling and education.	Identifies basic consequences to proposed actions with attention to their social outcomes.	Displays limited awareness of consequence or broader social outcomes of decisions and actions.	
		PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	
<b>TOTAL</b>						

**RUBRIC FOR PROJECT**

<b>AREAS ASSESSED</b>	<b>4 (GREAT WORK!)</b>	<b>3 (GOOD JOB!)</b>	<b>2 (GETTING THERE!)</b>	<b>1 (NOT QUITE!)</b>	<b>SCORE</b>
ORGANIZATION	All materials are neat and information is easy to understand	Most materials are neat and most information is easy to understand	Some materials are neat and some information is easy to understand.	Materials are not neat and are difficult to understand	
CONTENT	Subject area mastery is demonstrated through end result project	Subject understanding is demonstrated through end result project	Basic understanding of subject area material is met through end result project	End result project demonstrates lack of understanding of subject area	
TEAMWORK	Each group member made contribution to project material and presentation	Most group members contributed to project materials and presentation	Some group members contributed to project materials and presentation	Few group members contributed to project materials and presentation	

PRESENTATION	Information is presented with knowledge and creativity	Information is presented with acceptable knowledge and creativity	Information is presented with limited knowledge and minimal creativity	Information is unclear or lacking and is presented with little creativity	
PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	Output is submitted after 1 week or more of deadline	
TOTAL					

## 12. CLASSROOM POLICIES (as per Student Handbook)

### A. Professional Decorum (pg. 15)

Students of Lorma Colleges' College of Nursing are expected to behave properly at all times especially if in the school premises. The guidelines are as follows:

1. Courteously knock on every door before entering any room, wait for acknowledgment then introduce self.
2. Maintain a moderate tone voice anywhere especially along the corridors, classrooms and patient' s room.
3. Greet patients, relatives, teachers, employees and peers as you meet them.
4. Friendliness is encouraged but always maintains professionalism since too much familiarity may compromise the respect for each other.
5. Confidentiality on patient' s information should be observed.
6. Practice and maintain good posture at all times.
7. Students are not allowed to go out of the hospital compound for their snacks/meals.
8. Bringing in prepared foods should only be eaten at the designated places.
9. Allowed time for snacks is 15 minutes and 30 minutes for mealtime in any given shift.
10. Students must observe humility, tactfulness and respect when dealing with others. Always observe the Code of Ethics for Nurses and practice the Golden Rule in everyday life.
11. Students must wear the prescribed uniform at all times with dignity and respect and should be worn only in the school and hospital premises.
12. Students are not allowed to entertain visitors while on duty. Should an emergency occur where an immediate member of the family is involved, permission from the clinical instructor must be sought first and accomplish a hospital visitation form.
13. Gambling, smoking and drinking of alcoholic beverages and drug use are strictly prohibited.
14. In case of emergency, the unit' s telephone may be used with permission from the staff and the Clinical Instructor. Otherwise, use of the unit' s telephone is not allowed.
15. Promptness at all times, in all occasions and in any setting must be observed.
16. Students must strictly adhere to the hospital/community/school policies, rules and regulations.



17. Students should not loiter around while in school premises. These preceding guidelines professional decorum are not limited to as written. Other guidelines for social norms and general behavior are written in the Lorma Colleges' Student Handbook and must strictly observe

**B. Classroom (pg. 16)**

1. The students are required to wear the prescribed college uniform in the given day.
  - Monday/Thursday – institutional uniform with blue slacks
  - Tuesday/Friday – clinical uniform (without apron for females) with black shoes
  - Wednesday/Saturday – clinical uniform (without apron for females) with black shoes
2. The students should strictly comply with the policies stated above, in terms of punctuality, attendance, compliance to the requirements, etc.
3. Every semester, there are three major examinations, namely Prelims, Midterms and Final Examinations.
4. Any forms of misconduct like cheating, behaviors, etc. will be subjected to disciplinary action.

**NOTE:** Students are advised to read the student handbook from pages 8 – 20. Any amendments to the student handbook and/or new issued policies, rules and regulations the administration and the college deemed necessary, shall be applied automatically to the student/s currently enrolled in the college.

**13. CONSULTATION HOURS**

Name of Instructor	Day	Time
Ryan Yalung		
Darren Cabrera		

Course Title	Date Effective	Date Revised	Prepared by	Reviewed by	Noted by	Recommending Approval	Approved by
CARE OF CLIENTS WITH LIFE-TREATENING CONDITIONS, ACUTELY ILL / MULTI-ORGAN PROBLEMS HIGH ACUITY AND EMERGENCY SITUATION	1 <sup>st</sup> Semester, SY 2021-2022	August 2021	Ryan Jay L. Yalung, MAN, PhDc	Marisol Jane T. Jomaya, MAN Chairman, OBE Committee	Marites M. Chan, MAN Head, Level IV  Teresita F. Ferrer, MAN Asst. Dean for Academics	Marites C. Pagdilao, MAN, MPA Dean College of Nursing	Pacita De Guzman Apilado, Ed.D.,MAN Executive Director for Academics

