Chaminade University
School of Nursing
Course Syllabus
NUR 206: Therapeutic Communication

COURSE: NUR 206 Therapeutic Communication   CREDITS: 2 credit hours

Faculty:
Pamela Carr, MSN, RN
Office: Henry Hall 118B
Phone (808) 739-8397
Email: pamela.carr@chaminade.edu
Office Hours: Available on Canvas & on office door. Appointments available.

Guidelines for Communication:
Email:
- Use the Canvas or Chaminade email account provided;
- Always include a subject line such as NUR 206-add the topic of the email
- Use standard fonts, special formatting such as centering, audio messages, and tables should be avoided. Send an attachment with the email if the above items need to be shared.
- Allow at least 24 hours for a response during weekdays. Responses on the weekends may be delayed.

Lecture hours:
Section 1 Tuesdays 1:30pm-3:20pm
Section 2 Thursdays 1:30pm-3:20pm
Room: Hale Hoaloha 303

COURSE DESCRIPTION:
This course teaches basic and comprehensive professional communication skills essential for nurses in the provision of safe and effective patient care. This will include the development of communication skills in building interpersonal relationships, in establishing therapeutic relationships with patients, and in collaborating with other members of the health care team. Group processes within the context of the health care environment and communication with diverse patients across the lifespan are also explored.

COURSE PREREQUISITES
 BI 151 & BI 151L, BI 152 & BI 152L, MA 107, NUR 190, NUR 201, NUR 202, NUR 290

CO-REQUISITES
NUR 203, NUR 204, NUR 291

COURSE LEARNING OUTCOMES:
At the end of this course, the students will demonstrate the ability to:

1. Identify components of professional verbal and non-verbal communication for nurses in working with individuals and groups;
2. Explain how attitudes and beliefs about culture, gender and health impact communications;
3. Compare the use of effective communication techniques with individuals, small groups and large populations;
4. Describe the use of communication to promote advocacy;
5. Explain the importance of interdisciplinary communication to promote patient safety and prevention of patient harm;
6. Identify components of therapeutic communication; and
7. Describe the role of technology and informatics in patient-safe communications.

Linkages between Course Learning Outcomes (CLOs) and Program Learning Outcomes
(Key: I=Introduced, D= Developed, M=Mastered)

Program Associated Hawaiian Core Values	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
1. Patient Centered-Care, *Ka malama olakino Pili pono I ia kanaka*	I	I	I	I	I	I	I
2. Community Based Care, *Ka malama olakino ma o ke kaiaulu*	I	I	I	I	I	I	I
3. Developmentally and Culturally Appropriate Care, *Ka malama ola kino noka ho'omohala a me ka mo'omeheu*	I	I	I	I	I	I	
4. Care Across the Lifespan *Ka malama olakino o ka wa ola*	I	I	I	I	I	I	I

(Key: I= Introduced to the concept/skill D= Developing M= Mastered)

PLO Program Learning Outcomes	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO#1: Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally, appropriate approaches.	I	I	I		I	I	I
PLO#2: Provide safe, holistic, patient-centered care across the health-illness continuum, across the lifespan, using state-of-the-art methodologies, and in all healthcare settings.	I	I	I	I	I	I	I
PLO#3: Engage in dialogue about contemporary issues in healthcare, effectively advocate in the interest of patients, and lead others in the professional nursing role.	I	I	I	I	I	I	I
PLO#4: Communicate and collaborate effectively with patients and professionals from a variety of disciplines.	I	I	I	I	I	I	I
PLO#5: Integrate research and reliable clinical evidence to inform their nursing	I		I		I		I

practice.							
PLO#6: Incorporate informatics and healthcare technologies into the practice of professional nursing.	I				I		I
PLO#7: Use the determinants of health, tools for measurement, and interventions for health promotion and disease prevention in populations.	I	I	I	I		I	I
PLO#8: Describe the elements of health care policy and finance within a regulatory environment.	I	I	I	I			I

COURSE REQUIREMENTS/METHOD OF EVALUATION:
Your grade in this course will be based on the following:

Assignments	Possible Points	Percentage (Weight) Equivalents
Exams (# 4) 25 points each	100 pts.	40%
Comprehensive Final Exam	50 pts.	20%
Group Visual Representation and APA Paper	30 pts.	15%
Shadow Health (#4) assignments	40 pts	10%
In Class/Online Activity	10 pts	5%
Final Project Video Presentation	50 pts.	10%
TOTAL	**280 pts.**	**100%**

COURSE GRADING:
A=90-100
B= 80-89
C=70-79
D=60-69
F= 59 and below
Rounding of grade: No rounding of grade. Example: If a student earns a 69.5 as a total percentage, the final grade will be 69%.

REQUIRED TEXTS: Selected readings will be assigned for each week of class.

Arnold, E.C. & Underman Boggs, K. (2016). *Interpersonal relationships: Professional communication skills for nurses.* (7th ed). St. Louis, MO: Elsevier Saunders. ISBN: 978-0-323-24281-3

ATI Fundamentals for Nursing. (2016). *Edition 9.0*

Craven, R., Hirnle, C., & Henshaw, C.M. (2017). *Fundamentals of nursing: Human health and function* (8th ed.). Philadelphia, PA: Wolters Kluwer. ISBN: 978-1-4963-5286-6

All required texts from previous and current nursing courses to date are expected to be used as resources.

RECOMMENDED TEXTS:
American Psychological Association. (2010). *The Publication Manual of the American*

Psychological Association. (6th ed). Washington, DC: author. ISBN: 978-1-4338-0561-5

REQUIRED ADDITIONAL ELECTRONIC READINGS and RESOURCES:
AACN: Core Competencies for Interprofessional Collaborative Practice (2016) Retrieved from https://www.aacom.org/docs/default-source/insideome/ccrpt05-10-11.pdf?sfvrsn=77937f97_2

Agency for Healthcare Research and Quality (AHRQ). (2017). TeamSTEPPS pocket guide. Retrieved from https://www.ahrq.gov/sites/default/files/publications/files/pocketguide.pdf

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements.* Retrieved from http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html

Chaminade University of Honolulu School of Nursing Student Handbook current academic year

Chaminade University of Honolulu School of Nursing Student Handbook and Planner current academic year **(if available)**

NCSBN NCLEX-RN Test Plan 2016. Retrieved from https://www.ncsbn.org/RN_Test_Plan_2016_Final.pdf

Quality and Safety Education for Nurses Competency KSA's (prelicensure) (2017) Retrieved from http://qsen.org/competencies/pre-licensure-ksas/

Supplemental Resources:
It is the policy of this class that if you have a technological issue, you are directed to immediately call the support number and obtain an incident number. The incident number must be emailed to the instructor of record BEFORE any assignment due date.

Canvas. The Learning Management System, Canvas, is used throughout all the nursing courses. The support line for any Canvas related questions is 1-877-251-6615 which is available 24/7.

Shadow Health Digital Clinical Experience will be used as an adjunct to your learning. The access code should have been purchased for NUR 201. You have lifetime access with that first purchase. Students can create their accounts by visiting http://app.shadowhealth.com/ and enrolling in the NUR 206 course with this course- specific PIN:

January2019-0517-1027-2064-7447.

More information related to Shadow Health requirements is located on Canvas. Tablets and mobile devices are not currently supported. Recommended web browsers are Google Chrome or Firefox. Advanced Technical Support Hours Mon - Fri 9:00 A.M. - 9:00 P.M. ET Saturday 11:00 A.M. - 8:00 P.M ET Call Toll Free: 800.860.3241.

Assessment Technologies Institute (ATI) is an online educational learning system used throughout the nursing courses at CUH SON. Website: https://www.atitesting.com. Complete system requirements are available on the log on page. For all inquiries during office hours use 1-

808-735-4855. After hours technical support, send an email to helpdesk@atitesting.com.

Library: The Sullivan Family Library link is available on the CUH website:
http://www.chaminade.edu/library

TEACHING-LEARNING STRATEGIES:
Lecture, class discussions, electronic discussion threads, small and large group work, audio-visual media, guest speakers, role play, case studies, and other in-class activities.

COURSE POLICIES:

- **All policies stated in the Chaminade University and Chaminade University School of Nursing handbooks are in effect in this course.**

- **Academic Honesty:**
  Nursing students are responsible for promoting academic honesty in all educational settings. Nursing students represent Chaminade University and the School of Nursing and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing.

  Questions of unethical behavior or academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean for Nursing. Punishment for academic dishonesty or unethical behavior will be determined by the instructor in collaboration with the Dean for Nursing and may range from an "F" for the work in question to an "F" for the course to suspension or dismissal from the program

- **Course Atmosphere:** This course is not strictly a lecture course. Some of the content will be presented in a lecture format; however, we will be discussing the assigned readings, sharing our reflections on what we've read and our own personal experiences, and working in small and large groups. Everyone's participation is essential as we will learn and grow from the sharing that occurs. It is the expectation that students will come to lecture, lab or clinical prepared and ready to fully engage in learning.

- **Attendance: Class attendance is regarded as an essential part of the educational process** Class is mandatory and students are expected to attend all classes. The classroom is a teaching and learning environment where there is an exchange of knowledge and experience, so it is essential that students attend class and actively participate in classroom activities to maximize individual learning. Students who are absent from class not only miss a part of the subject matter of the course but also diminish the opportunities for contributing to the learning environment for the entire class. Each student will be encouraged to develop

a professional work ethic that reflects personal responsibility, initiative, and teamwork. Students should notify the instructor by phone or email when illness prevents them from attending class and make arrangements to complete missed assignments. Any student who stops attending class without officially withdrawing may receive a failing grade. **Unexcused absences equivalent to more than a week of class may lead to a grade reduction for the course**. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

- **Academic Conduct**: Please refer to and follow all policies and procedures included in the University and School of Nursing Student Handbook (available in hard copy and online) and carefully read all areas. Please pay attention to the sections that discuss professionalism, ethics, HIPAA, confidentiality, plagiarism, classroom policies, student code of conduct, freedom of speech, and all academic policies regarding grading.

- **Assignments:** It is expected that all assignments will be submitted on time. Late assignments will receive an automatic 10% deduction per day past the due time. No late assignments will be accepted after the 5ᵗʰ calendar day. **All written assignments must be submitted in the acceptable PDF attachment format. The student is responsible to make sure that attachment is the final version of the assignment. Any resubmissions will be subject to late penalty.**

- **Writing policy:** All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program at 735-4881. All papers are to be word processed, proofread, and solely the work of the author. Please read information about plagiarism in your student handbook.

- **Testing policy:** Students are expected to take tests on the designated day. In case of an emergency, please contact the instructor prior to the test so that an alternate plan can be made. Failure to do so will result in a zero. If a test is to be made up, it must be taken before the next class. Approval for taking a make-up test must be granted by the instructor.

- **Cell phones:** Use of music devices and cell phones is prohibited during all Nursing classes at Chaminade, unless specifically permitted by your instructor. Use of cell phones and music devices in the laboratory, simulation, or clinical settings is a safety and privacy issue. In addition, use of cell phones and music devices in any class is discourteous and may lead to suspicion of academic misconduct. Students who cannot comply with this rule will be asked to leave class and may receive unsatisfactory performance for that day.

- **ADA Accommodations**
  Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the CUH Counseling Center (Dr. June Yasuhara; phone 735 4845) by the end of **week three** of the class, in order for the instructor to plan accordingly. Failure to provide written

documentation will prevent your instructor from making the necessary accommodates. Please refer any questions to the Dean of Students and review the procedures at http://www.chaminade.edu/student_life/sss/counseling_services.php.

- **Title IX**
  Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:
  Counseling Center – *Dr. June Yasuhara 808-735-4845|*
  Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Assignments and Grading Criteria:

Examinations: There will be four exams and a comprehensive final exam in this course. Content will include lecture material, required readings, syllabus information and other materials as designated by faculty. *Exams are 35 minutes except for the final exam which is 75 minutes.*

Group Visual Representation and Narrative Papers: The Course Coordinator will assign students in group of 2-3 students during the first 2 weeks of class. Each group will create an original group visual representation based on their perception of Hildegard Peplau's Nursing theory—Interpersonal Relations in Nursing. Each group will be writing one APA paper on Hildegard Peplau's Nursing theory—Interpersonal Relations in Nursing and relate to the visual representation. Grading will be per the rubric posted on Canvas. ==*The entire assignment is a group assignment*==. Below are some details of the assignment:

Each group should:
- Create an <u>original</u> visual representation (photograph, painting, line drawing, sculpture, or cartoon) that *expresses Peplau's theory*.

Then in a 2-page **APA paper** (not including cover page and reference page), the group should:
- Clearly introduce (Introduction) an overview about the paper (1 paragraph):
- Discuss how the visual representation clearly expresses or depicts the concept or theory; (1-2 paragraphs)
- Discuss how communication relates to this concept or theory; (1-2 paragraphs)
- Describe what this concept or theory means to your group as a person and a future

nurse; (1-2 paragraphs)
- Clearly summarize (Conclusion) the paper (1 paragraph)

The paper should be written in a professional format, using APA format including correct grammar and punctuation, and should be proofread carefully prior to submitting to faculty on designated dates. Students are expected to follow at a minimum the School of Nursing APA guidelines. APA guidelines resources are posted in Canvas. Writing tutors are available through the Tutoring Center or Smart Thinking.

The paper must be turned in Canvas drop box on Week 5 Monday at 3pm. A designated student in your group will submit the paper and copied to the group.

Shadow Health Activities.
There will be 5 total assignments assigned throughout the course. Please see calendar schedule below. The intent of these activities is to ensure student are given enough time to practice their communication skills in a virtual setting. The goal is for students to focus on information processing and education and empathy. The following Digital Clinical Education (DCE) will be graded per the table. The DCE Orientation (not graded) is required to be completed prior to completing the remaining 4 activities. Each activity is worth 2% of the grade.

Topics	DCE	Score Obtained
DCE Orientation	None/ Completed	Credit. This activity must be completed prior to completing the subsequent activities **(Not Graded)**
Conversation Lab	None/Completed	Complete = 10 points Incomplete or Missing = 0 points
Discharge & Focused Exams: Cough & Abdominal Pain	> than 85% = 10 points 85-80% = 8 points 75-79% = 7 points 70-74% = 6 points 65-69% = 5 points 64 or < = 0 points	See DCE score conversion.

Final Project Video Presentation
Groups will be assigned by the Course Coordinator by Week 4. Each group will create a 5-minute video to show one course learning objective (CLO) met for the course. The class will discuss which CLO is assigned to which group. Below are some details of the assignment:
1. The video cannot be made with an application that needs a special account like Go Animate. The video cannot be a demonstration sample that has an expiration as this project needs to be archived for future evidence of learning.
2. An initial written working plan must be submitted to the Course Coordinator via Canvas by Week 8.
3. The video must clearly show understanding of the course learning outcome chosen and creativity. The audience (classmates and faculty) must be engaged in the viewing of the video.

4. At least two peer reviewed article information per group presentation must support the presentation and is evident in the video.
5. An APA formatted reference page must be given to the Course Coordinator on the day of the presentation. It is **not** highly recommended to put this APA reference page in your video.
6. Follow rubric for grading posted in Canvas.

Tips for Success for Patient Interactions

During patient interviews, note the following:

Use of Self	Assessment
Body language	Encourages patient to talk
Eye contact	Identifies patient's strengths
Tone of voice	Identifies patient's emotional content
Volume of voice	Identifies tension/conflict
Coveys empathy	Identifies patient's coping pattern
Validates patient concerns	Acknowledges patient concern
Identifies and uses silence	Clarifies patient concern
Identifies own emotions	Clarifies patient's goals
Listening	
Identifies own discomfort	

Information for the table above adapted from UCSF

Communication Skills List

Use of Self
Body language
Eye contact
Tone of voice
Volume of voice
Coveys empathy
Validates health care provider concerns
Identifies and uses silence
Listening
Identifies own emotions
Utilizes assertive communication strategies (the goal is win/win)
Assessment
Identifies health care provider's strengths
Identifies health care provider's emotional content
Identifies tension/conflict
Acknowledges health care provider's concern
Encourages health care provider to talk
Clarifies health care provider's concern
Clarifies health care provider's goals
Identifies mutual goals
Interventions/Plan
Engages in problem solving strategies with health care provider

Provides information
Discusses potential barriers
Identifies challenging issues
Responds to challenging issues
Negotiates differences
Works with health care provider to set goals and clear ways to measure success
Evaluation (ongoing)
Were goals met?
Does plan need to be modified?
Provide encouragement
Additional Skills:
Humor

Information for the table above adapted from UCSF

Goals:

The goals of the Nursing Program are to:
1. Provide a 4-year program leading to a baccalaureate degree in nursing, in which students will acquire the knowledge, skills, and Marianist values necessary for professional nursing practice and leadership in health care.
2. Ensure an educational foundation in the biological, physical, and social sciences as well as in the humanities, all of which are essential to professional nursing practice.
3. Foster an attitude of intellectual and critical inquiry that promotes evidence-based practice.
4. Provide an educational experience that emphasizes engagement of students through active learning.
5. Create a collegial environment that fosters professional development of students including life-long learning, scholarship, and leadership.
6. Prepare students for professional nursing roles in a dynamic health care environment.
7. Prepare the student for the National Council Licensure Examination (NCLEX) examination and practice as a professional registered nurse.
8. Provide a foundation for graduate study.

<u>**Program Learning Outcomes:**</u>
The student will demonstrate the ability to:
1. Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally, appropriate approaches;
2. Provide safe, holistic, patient-centered care, across the health-illness continuum, across the lifespan, using state-of-the-art methodologies, and in all healthcare settings;
3. Engage in dialogue about contemporary issues in healthcare, effectively advocate in the interest of patients, and lead others in the professional nursing role;
4. Communicate and collaborate effectively with patients and professionals from a variety of disciplines;
5. Critically evaluate and integrate research and reliable clinical evidence to inform nursing practice;
6. Incorporate informatics and healthcare technologies into the practice of professional nursing;
7. Use determinants of health, tools for measurement, and mechanisms to affect change in populations; and
8. Describe the elements of health care policy and finance within a regulatory environment.

Please Note:

While every attempt has been made to prepare this syllabus and class schedule in final form, it will be the course coordinator's prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check Chaminade email and course site. A syllabus is a contract between the university and the students. All students will be held responsible to read, understand, and clarify the content within this document.

<u>**Course Schedule NUR 206 Spring 2019:**</u> *Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.* **Please come to class having completed the assigned readings and prepared to contribute to class.**

Week	Topic	Readings to Enhance your Content Mastery (to be completed prior to class)
Week 1 Jan 15, 17	Syllabus Orientation to Class Expectations Foundations of Communication	**Read:** *ATI Fundamentals***:** Nursing Process (7), Critical Thinking & Clinical Judgement (8); Arnold and Boggs Chapter 1-(Should be review from NUR190)
Week 2 Jan 22, 24	Safe Environment Nurse-Client Relationship	**Read:** *ATI Fundamentals***:** Nursing Process, (7) Client Safety (12); Arnold and Boggs Chapters 3 & 4 Shadow Health: **DCE Orientation** Due Monday Jan 21 by 7:00 PM for both sections

Week 3 Jan 29, 31	Exam #3 Developing Therapeutic Relationships	Read: *ATI Fundamentals*: Therapeutic Communication (32), Arnold and Boggs Chapters 5, 10 **To do:** Study for **Exam # 1 (Materials from Weeks 1, 2)** ATI: Nurse Logic Modules 3 & 4 to be completed before exam
Week 4 Feb 5, 7	Listening Responses	Read: *ATI Fundamentals*: Self-Concept (34); Arnold and Boggs Chapters 6, 9 To do: ATI: Communication: Practice (Goal is 75%) Shadow Health: **Conversation Lab** due Monday Feb 4 by 7:00 PM for both sections

Week 5 Feb 12, 14	Barriers in Therapeutic Relationships Resolving Conflict between Nurse and Client	**Read:** *ATI Fundamentals*: Ethical Responsibilities (3); Arnold and Boggs Chapters 11, 13 **Due: Group visual representation & narrative APA papers due Monday 3pm for both sections – in Canvas** **2-minute presentation due in class (See assignment description in syllabus)** Shadow Health: **Discharge** due Monday Feb 11th by 7:00 PM for both sections
Week 6 Feb 19, 21	Exam #2 Communicating in Groups	**Read:** Arnold and Boggs Chapters 5 (**review**) & 8 **To do:** Study for **Exam # 2 (Materials from Weeks 3, 4, 5)** ATI: Nurse Logic Modules 3 & 4 to be completed before exam
Week 7 Feb 26, 28	Communicating with Children Communicating with Older Adults	**Read:** *ATI Fundamentals:* Health Promotion (16 & 25) Arnold and Boggs Chapters 18 & 19
Week	**To pic**	**Readings to Enhance your Content Mastery**
Week 8 Mar 5, 7	Communicating with Clients with Communication Disabilities	**Read: Arnold and Boggs Chapters 16 & 17** **Due: Working Plan Group Video Presentation** Shadow Health: **Cough** due Monday Mar 4th by 7:00 PM for both sections
Week 9 Mar 12, 14	Exam #3 **Guest Lecturer Following Exam-Prof. Rosado** Communication with Families Intercultural Communication ****All will be done by independent study****	**Read:** *ATI Fundamentals* Cultural and Spiritual Nursing Care (35); Arnold and Boggs Chapters 7 & 12 **To do:** Study for **Exam # 3 (Materials from Weeks 6, 7, 8,)** **Due: Online Unfolding Case Study Questions Monday, Mar. 21st @ 7pm**
Week 10 Mar 19, 21	Communicating with Clients in Stressful Situations Communicating with Clients in Crisis	**Read:** *ATI Fundamentals:* Coping (33); Arnold and Boggs Chapter 13 & 20
March 25-29	**Spring Break**	**No Assignments**

Week 11 Apr 2, 4	Communication with Other Health Professionals	**Read:** Arnold and Boggs Chapters 22, 23 Shadow Health Focus Exam: **Abdominal Pain** due Monday Apr 1 by 7:00 PM for both sections
Week 12 April 9, 11	Communicating for Continuity of Care	**Read:** Arnold and Boggs Chapters 14, 15, 24 ATI: Communication: Final (Goal is 90%)
Week 13 April 16, 18	**Exam #4** Losses and Endings: Communication Skills at End of Life	**Read:** *ATI Fundamentals* Grief, Loss and Palliative Care, Pain Management (36) Arnold and Boggs Chapters 21 **To do:** Study for **Exam # 4 (Materials from Weeks 9, 10, 11, 12)** ATI: Nurse Logic Modules 3 & 4 to be completed before exam
Week 14 Apr 23, 25	Documentation in the Age of Electronic Health Record Communication at Point of Care	**Read:** *ATI Fundamentals* Information Technology (5); Arnold and Boggs Chapters 25 & 26 **Begin Final Project Video Presentations**
Week 15 April 30, May 2	Professional Guides to Action in Interpersonal Relationships Clinical Judgment: Applying Critical Thinking	**Read:** *ATI Fundamentals* Critical Thinking and Clinical Judgment (8); Arnold and Boggs Chapters 2 & 3 Evaluations **Final Project Video Presentations**
Week 16 May 6-10 Finals Week	Comprehensive Final Exam	Final Exam date TBA