FACULTY: Jo Teichman, MSN, RN, CWOCN

Rita Rushing, MBA, MS

FACULTY INFORMATION:

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>PHONE</th>
<th>LOCATION</th>
<th>OFFICE HOURS</th>
<th>INTERNET</th>
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<tbody>
<tr>
<td>Jo Teichman</td>
<td>(361) 825-2799</td>
<td>NA</td>
<td>By appointment</td>
<td><a href="mailto:Jo.Teichman@tamucc.edu">Jo.Teichman@tamucc.edu</a></td>
</tr>
<tr>
<td>Rita Rushing</td>
<td>(361) 825-3493</td>
<td>319</td>
<td>MWF 8am-5pm, Tue 8am-7pm, Fri 8am-2pm</td>
<td><a href="mailto:Rita.Rushing@tamucc.edu">Rita.Rushing@tamucc.edu</a></td>
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College of Nursing and Health Sciences (CONHS) FAX: (361) 825-2484
**CREDITS:** 6 credit hours

**PREREQUISITES:** All Junior level nursing courses

**Course Description:**

Focuses on the use of the nursing process with individuals and their families experiencing acute or chronic illness. Building on junior level course content, it uses a systems approach to discuss concepts related to disruptions of growth and development patterns across the life-span from adult to senior years. Includes clinical application of theories and concepts with culturally diverse adult clients in local clinics and acute care settings.

**Course Objectives with examples of outcome criteria:**

1. Examine applicable nursing and non-nursing theories related to growth and development and transcultural nursing.

2. Give examples of relevant and recent research findings, particularly as they relate to nursing care of patients with disorders of physiological systems.

3. Describe ethical and legal principles impacting health care across the age/health continua, including informed consent, diminished autonomy, individual freedom of choice, and confidentiality.

4. Analyze the use of the nursing process with individuals experiencing illness.

5. Describe patient teaching plans for selected physiological disorders.

6. Identify concepts related to the disruption of growth and development patterns across the lifespan.
7. Demonstrate responsibility for own learning at levels consistent with course and professional expectations.

8. Describe caring behaviors to be utilized while providing nursing care to clients from diverse populations.

**eLine Modules**

- BAA206: Introduction to Perioperative Nursing
- DPA 201: The Perioperative Patient
- DPA 202: Ingestion and Digestion and the Upper GI System
- DPA 203: Endocrine Disorders
- DPA 205: The Hematologic System
- DPA 211: The Musculoskeletal System
- DPA 221: Men’s Health Issues
- CLA 202: Clinical Care of Adult Patients I

Modules listed below apply to more than one course in the curriculum. In eLine, this content does not need to be taken again. The grade for the completed module will automatically be applied to each course of which it is a part.

- DPA 220: Women’s Health Issues
- PRA203: Managing Care of Multiple Patients
- PRA204: Resource Organization

**WEBSITE ACCESS:** [https://iol.tamucc.edu](https://iol.tamucc.edu) and eLine WebCT.

**Required Textbooks:**


**PREVIOUS SEMESTERS AND OPTIONAL:**


Available in student bookstore:

**FROM PREVIOUS SEMESTERS:**


**Learning Experiences and Teaching Methods:**

Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

**Student Class Responsibilities:**

1. Students are expected to respect the learning rights of all others. Individual conversations, arriving late, sleeping during class, studying for another class during class/lab/clinical are unacceptable behaviors. Students who demonstrate any of these
behaviors will be asked to leave class, clinical setting, or online environment. Cellphones and electronic devices will be turned OFF for the duration of class/clinical time.

2. As a 6-semester credit course, faculty expects 8-10 hours of independent preparation and study each week, in addition to class/clinical time. Preparation for all classes includes assigned readings for the scheduled topics, review of anatomy and physiology, review of assessment, and review of class notes from previous courses as applicable.

3. Permission to tape record (voice and or video) must be obtained from each lecturer prior to class. Clinical examples or examples from clinical experiences cannot be recorded due to patient confidentiality and HIPPA regulations.

4. Children are NOT permitted in the class/clinical setting at any time. (see University Student Handbook)

5. Laptops are permitted and encouraged for note taking and class research purposes only.

**Class Policies:**

**Grading Policy:**

Completion of NURS 3628 requires the successful completion of both theoretical and clinical components of the course. You must pass clinical to pass the class. If a student fails clinical, he/she will receive an F in the course, regardless of the theory grade. The unit exams and comprehensive final are custom HESI examinations. They are proctored, classroom exams and are required to be completed as a course exam.

Grading scale for TAMUCC, College of Nursing and Health Sciences is:

- A 90 - 100
- B 83 - 89
- C 75 - 82
- D 65 - 74
- F 0 - 64

**Clinical Policy**
Clinical practice is the application of the theoretical component into the practice area. Clinical practice is comprised of the hospital/community experiences and the learning lab.

Clinical orientation is mandatory. Students who do not or cannot attend the complete orientation must make arrangements to make up these required clinical hours.

Students must adhere to the dress code of the agency/institution in which the clinical practice takes place. If a student is not properly attired, including the College of Nursing and Health Sciences ID badge and patch, the student will be dismissed from clinical for the day with NO credit for hours. Additionally, students are required to bring all equipment/materials needed to perform patient care and vital signs with them. Students are not allowed to leave the facility during the stated hours of clinical practice, nor be on the unit in student attire after clinical is over. Cell phones are allowed to be used when contacting your instructor during clinical hours. Student who must miss clinical for any reason and those students who fail to notify both their clinical instructor and their assigned nursing unit that they will not be in clinical, will receive an “F” in clinical for that day. Students who are dismissed for unprofessional conduct, unsafe nursing practice, or inappropriate attire will also receive an “F” for that day. A student who earns a total of two “F”s will receive a final grade of “F” in clinical.

Preparation for clinical practice is required. Students are expected to prepare for clinical and complete written assignments prior to the next clinical day. (Pediatric Data Base, Medication sheets, Patho tree, Concept Map, Journal) Written assignments will be graded. Students are required to pass a minimum of three (3) concept maps during their Pediatric rotation. Clinical performance is grade pass/fail and is evaluated from a written standard clinical evaluation for the College of Nursing and Health Sciences.

**Academic Honesty**

Students entering the profession of nursing are held to the highest possible standards of ethical behavior. For this reason you will be asked to sign a pledge adhering to standards of academic and professional honesty. Please refer to the University catalogue, Student handbook, and CONHS Student handbook for descriptions of academic honesty and dishonesty. If you violate these rules you will receive an “F” in the course and may be dismissed from the program. Examples of violations of academic dishonesty are found at the end of this syllabus.

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he/she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, please see University Rule 13.02.99.C2, Student Grade Appeals Procedures. These documents are accessible through the University Rules web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816.

*SACs requirement

Examples of Academic Dishonesty

Caution:

This list of behaviors is not inclusive of all possible violations. When in doubt about whether your actions may violate the Academic Honesty Pledge, please consult with your instructor.

Plagiarism:

1. In a paper or assignment, if you include material that you researched in a book, magazine, newspaper, and/or on the Web, you must cite the source.

2. You must cite the source in the BODY of the text AND in a Works Cited or Reference.
3. If you copy somebody’s test answers, take an essay from a magazine and pass it off as your own, lift a well-phrased sentence or two and copy and paste them without crediting the author or using quotation marks, or even pass off somebody’s good idea as examples of your own genius, you are committing plagiarism.

4. Plagiarism covers unpublished as well as published sources. This can mean borrowing another’s term paper, handing in as one’s work a paper purchased from an individual or off the Net, or submitting as one’s own any papers from living group’s, club’s, or organization’s files.

5. EVEN HANDING IN THE SAME PAPER IN MORE THAN ONE CLASS can be considered plagiarism. Always check with the instructor BEFORE doing this. Professors must cite themselves when writing up their research; you are held to the same standards as a “junior” researcher.

Other Forms of Academic Cheating:

These include, but are not limited to:

1. Consultation of textbooks, library material, or notes in examinations where such materials are not to be used during the test;

2. Consultation of cell phone text messages, PDA’s, programmable calculators with materials that give an advantage over other students during an exam;

3. Use of crib sheets or other hidden notes in an examination, or looking at another student’s test paper to copy strategies or answers;

4. Having another person supply questions or answers from an examination to be given or in progress;

5. Having a person other than oneself (registered for the class) attempt to take or take an examination or any other graded activity. In these cases all consenting parties to the attempt to gain unfair advantage may be charged with an Academic Honesty Pledge violation;

6. Deliberate falsification of laboratory results, or submission of samples or findings not legitimately derived in the situation and by the procedures prescribed or allowable;

7. Revising and resubmitting a quiz or exam for regarding, without the instructor’s knowledge or consent;

8. Giving or receiving unauthorized aid on take-home examinations;
9. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate the Academic Honesty Pledge;

10. Signing another student’s name on attendance sheets, rosters, scantrons;

11. Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate or knowing concealment or distortion of the true nature, origin, or function of such data or evidence;

12. Procurement and/or alteration without permission from appropriate authority of examinations, papers, lab reports, or other academic exercises, whether discarded or actually used, and either before or after such materials have been handed in to the appropriate recipient; and

13. Collaborating with others on projects where such collaboration is expressly forbidden, or where the syllabus states the default being one’s own work.