Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

NURS 3614 Fundamentals of Nursing Care

Syllabus
Fall 2015

FACULTY: Co-manager: Katelijne Acker, MSN, RN, PhD student at TWU
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OFFICE: Island Hall, IH 342B (Professor Acker), 342F (Professor Vela)

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CREDITS: 6 semester hours (3:9; equal to 3 hours of class and 9 hours of lab/clinical per week)

COURSE DESCRIPTION:

Fundamentals of Nursing Care is developed for the incoming nursing student and introduces them to nursing practice and philosophies that underpin clinical practice. Fundamental nursing skills are an integral part of the nursing experience and include, but are not limited to, patient safety, with a focus on techniques related to environmental concerns, positioning and transporting, asepsis and sterile technique, medication administration, and selected intrusive therapies. The critical thinking process, art of caring, and nursing theories upon which clinical practice is based will be integrated throughout the course to provide and manage safe, holistic care practices. The campus laboratory and clinical settings will afford practical experiences that include simulation and direct patient care interventions. These experiences facilitate learner application and integration of the principles and skills taught in the theory portion of this class. Students are expected to demonstrate beginning competency in application of the nursing process. Prerequisite NURS 4322; Co-requisite: 3435, 3318.

COURSE OBJECTIVES:
At the end of this course the student will be able to:

1. Apply the nursing process at a beginning level of skill to interpret and manage human responses of clients to their actual or potential health problems (AACN Essential IX).
2. Apply principles from applied science and interpersonal processes, as formulated in the College of Nursing’s Conceptual Framework, to nurse-client interactions (AACN Essential III).
3. Assess cultural, spiritual, and bio-psychosocial factors when arriving at nursing diagnosis and relevant interventions for individual clients (AACN Essential II and IX).
4. Utilize evidence-based information derived from course related research findings in the application of fundamental nursing care (AACN Essential III).
5. Demonstrate a beginning ability to involve the client in decisions regarding his/her health and healthcare using therapeutic communication and decision-making skills (AACN Essential VI, VIII and IX).
6. Demonstrate understanding of the theoretical principles and critical behaviors of fundamental nursing (AACN Essential I).
7. Use critical thinking skills as a framework for clinical decision-making (AACN Essential II, III, VI, VII and IX).
8. Collaborate with the multidisciplinary health care team in order to reach positive client outcomes (AACN Essential VI).
9. Demonstrate responsibility for own behavior and growth as an adult learner and a professional (AACN Essential VIII).

REQUIRED TEXTS AND RESOURCES:


RECOMMENDED RESOURCES:


OPTIONAL RESOURCE:

Nursing Central from Unbound Medicine

http://nursing.unboundmedicine.com/nursingcentral/ub/

CLINICAL FACULTY:

Katelijne Acker, MSN, RN, PhD student TWU: IH 342B (825-2178) kataelijne.acker@tamucc.edu
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ADDITIONAL SKILL PRACTICE, STUDY AND RETENTION RESOURCES:

Eloisa Beltran, RN, BSN: ST316 (Manager NLRC) (825-2353) eloisa.beltran@tamucc.edu
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OFFICE HOURS FOR CLINICAL FACULTY: posted to full-time faculty office doors and/or Blackboard. Student/faculty conferences may be made by appointment. Individual instructors will give their clinical group(s) specific contact information.

CLINICAL OBJECTIVES: At the end of this course the student will be able to:

1. Demonstrate critical behaviors of fundamental nursing psychomotor skills in a safe manner.
2. Apply therapeutic communication skills in the clinical area.
3. Utilize organizational skills and time management concepts in setting priorities for clinical performance.
4. Demonstrate beginning critical thinking decision making skills based on standards of practice, theory, and research.
5. Apply theoretical content to the nursing care of the client in a clinical setting.
6. Implement plans that reflect an understanding of the legal and ethical responsibilities of the nurse.
7. Perform nursing interventions that reflect caring behaviors in response to physical, emotional, and cultural, and humanistic care needs.
8. Utilize the nursing process in the care of all clients.
9. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
10. Provide safe care with delivery of appropriate dependent, interdependent, and independent nursing interventions within the health team framework.

**COURSE OUTLINE:** Fundamentals of Nursing Care is a Blackboard 9.0 assisted course that covers the nursing principles associated with the following topics:

1. The role of the nurse in health promotion, disease prevention, and illness.
2. Critical Thinking and the Nursing Process; Assessing; Diagnosing; Planning; Implementing and Evaluating; Documenting and Reporting; Legal Aspects of Nursing.
3. Environmental Components: Comfort measures, Hygiene, Activities of Daily Living, Positioning, Range of Motion, Transporting, Exercise and Ambulation, Skin Care, Rest and Sleep.
5. Client Care Components: Asepsis; Safety; Pain Management; Hot and Cold Therapy; Medication administration; Skin Integrity and Wound Care; Diagnostic Testing.
6. Physiological Health: Elimination - Urinary and Fecal; Nutrition; Oxygenation; Fluid and Electrolyte and Acid-base balance; Circulation and Vital Signs.
7. Integral Aspects of Nursing: Caring, comforting, and communicating; Teaching; Delegating, Managing, and Leading.

**Outline for Long-term Care (LTC) Clinical Experience:**

2. Skills related to: Comfort measures, Hygiene and Daily Living Activities - Transporting - Positioning - Range of Motion - Ambulation - Skin Care –Safety.
3. Administration of hot and cold therapy - Pain Control Measures.
4. Skills related to the preparation for diagnostic testing
5. Skill of performing various invasive therapies with faculty supervision.
6. Applications of principles related to: Nutrition - Oxygen therapy - Fluid, Electrolyte and Acid-base balance
7. Administration of medications in their various modes of delivery under faculty
supervision.
8. Support of clients experiencing psychosocial variations.
9. Use of the Nursing Process in the learning laboratory and clinical facilities

SKILLS LAB EXPERIENCE: Students will use classroom learning, independent reading, independent reviewing of selected skills and relevant literature to understand and practice nursing skills in the Nursing Learning Resource Center labs.

INSTRUCTIONAL STRATEGIES:

- Lecture
- Online via Blackboard
- Discussion
- Demonstration
- Simulation
- Team-Based Learning strategies
- Audio-visual aids
- Computer assisted instruction
- Study and practice groups
- Case study
- Clinical assignments and supervision
- Post clinical conferences
- Critical Thinking Tool on assigned patients
- Practice and return demonstration in campus laboratory
- Prescriptive remediation

THE UNIVERSITY CLASSROOM AND LAB

1. **Class attendance** is mandated by current College of Nursing policy. Missed classes cannot be made up and the student is responsible for material covered in class. Roll will be taken throughout the semester. **Punctuality** is deemed to be as important as attendance. Tardiness is unacceptable for nursing practice. Students coming to class late are responsible for checking with the instructor to make sure they were not marked absent. Continued tardiness can result in dismissal from class or lab. The student must inform the instructor of university-excused absences in advance of that absence. This will allow a reasonable opportunity for the student to make up work missed. If it is not feasible for the student to make up work, some allowance may be made in order that the student is not overly penalized. **Absences** are counted from the first class session of the term. It is the student’s responsibility to approach the instructor regarding making up the work for any missed classes.

2. **Appropriate use** of Laptops, I-Pads & Electronic devices in the classroom, for class room activities, is encouraged but **multitasking should be avoided**. The following
research focused on the use of laptops in a 15-week management information systems class enrolling 97 upper division students. With student consent, researchers used a spyware program that tracked the windows and page names for each software application ran during class time. Students were encouraged to run "productive windows"—those that related to course content. Spyware also tracked the number of "distractive windows" students ran, including games, pictures, email, instant messaging and web surfing. Students had these distractive windows open 42% of the class time. Students who tried to listen to the lecture while using these distractive windows had significantly lower scores on homework, projects, quizzes, final exams and final course averages than students who looked at mostly productive windows. Researchers also found that this population under reported the extent of their multitasking.


3. Exams will be given only on the day and time scheduled. If one scheduled exam is missed due to unforeseen illness or death within the student's immediate family, the score earned on the comprehensive HESI final exam will be given for the missed exam. For the missed exam, the student will have a zero recorded until they successfully complete the final exam. An unexcused absence for ANY exam will result in a zero for that exam. Exam average must be a 75 or higher to pass this course.

4. As an adult learner and responsible professionals, students are expected to come to class prepared. This course is web-assisted via Blackboard. Weekly participation assignments are assigned to help prepare for class room activities and/or to reinforce content.

5. **Students are responsible for logging into Blackboard on a daily basis to keep up with e-mail messages, announcements, discussions and assignments.**

Assignments must be handed in on time. Assignments submitted late without prior arrangement with the clinical instructor will receive a ten-point deduction per day. If the assignment is not submitted within one week of the due date it will not be graded and a zero will be earned for that assignment. Students will adhere to dress codes at all times. Refer to the student handbook for specific guidelines. [http://conhs.tamucc.edu/shb/](http://conhs.tamucc.edu/shb/)

**THE SKILLS LAB**

1. Quizzes will be available through Blackboard on designated days and times. If a quiz is missed the comprehensive lab final will be the make-up grade. There will be only one make-up grade for a missed quiz. Additional missed quiz grades will result in a grade of zero.

All quizzes will be administered through Respondus-Lockdown Browser during the semester. Students are responsible for downloading the appropriate lockdown browser on their home computer in case it is needed for a participation quiz. If you need further assistance contact the Student Computer Helpdesk at 361-825-5618.

2. This course is web-assisted via Blackboard. Students are responsible for logging into Blackboard on a daily basis to keep up with e-mail messages, announcements, discussions and assignments. The completion of assigned readings in textbooks and
completing DVD and other assignments prior to lab is a minimal expectation for each student. Participation in discussions over the assigned material is expected. Failure to prepare will result in an unsatisfactory for the lab session. All lab sessions must be completed satisfactorily to progress to the long term care (LTC) clinical setting.

3. Students must adhere to the following for laboratory sessions in the Nursing Learning Resource Center:
   a. Wear clean and tidy designated clinical uniforms
   b. Wear student name badge with picture identification
   c. Nails should be short, natural, clean and well groomed, no colored polish
   d. If the hair is shoulder length or longer, it must be pinned up or otherwise appropriately secured to the head. Hair must be away from the eyes to enhance proper vision. This will prevent hair from interfering with direct client care or personal safety. Male students should be clean-shaven and/or beards neatly trimmed.
   e. Student behaviors are expected to be professional in all learning environments which excludes any mannerism that draws attention away from the learning objectives.
   f. Communicate respect to faculty members by using the title of Professor.
   g. Utilize the designated lab practice time for individualized learning needs refraining from a monopoly of attention from the lab instructor.

THE CLINICAL LAB

1. For students to be able to attend LTC clinical at the assigned clinical location:
   a. skills must be demonstrated at a satisfactory level in the Nursing Learning Resource Center
   b. simulation exercise must be completed at a satisfactory level
   c. 90% competency must be earned on a dosage calculation exam
   d. vital sign assignment must be completed
   e. CPR certification is for Health Care Providers and current
   f. certificate of completion for the Hospital Orientation modules
   g. immunization records must be completed per admission criteria
   h. required student information has been uploaded into Certified Profile
   i. all certifications and immunizations must remain current while taking clinical courses offered in the College of Nursing.

2. Students in a professional nursing program must function within the legal, moral, and ethical standards of the profession. These standards guide practice. The following is a guide for your clinical preparation and performance. It alerts you to the major areas for which you will be held accountable. Please see the clinical evaluation tool, located on the College of Nursing & Health Sciences website under Nursing Undergraduate Curriculum for clinical objectives.
   a. LTC clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.
   b. LTC clinical attendance is mandatory. Loss of time in the clinical setting for
whatever reason could place a student in jeopardy of not meeting the course objectives. If an absence from the clinical site is absolutely necessary, the student must notify his/her clinical instructor at least one hour before the clinical day begins. In the majority of cases, an absence will be counted as a clinical warning, but each situation will be evaluated with your clinical instructor having the final say. A “No Call No Show” is defined as failure to notify the clinical instructor prior to an absence. This behavior will result in a clinical failure for that day due to unprofessional behavior. If you are sent home for any reason, it is counted as an absence.

c. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
   i. Absences Tardiness
   ii. Illness
   iii. Violation of dress code
   iv. Incomplete health immunization records
   v. Expired CPR certification
   vi. Failure to turn in written assignments on time
   vii. Incomplete hospital orientation modules via Blackboard
   viii. Lack of preparation

3. Accumulation of three (3) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.

4. Other offenses, which depending on severity, may lead to immediate failure of the course, including but are not limited to:
   a. A PATTERN OF the lack of accountability for class, clinical and lab skills preparation
   b. Unsafe or unprofessional practices or behaviors
   c. HIPPA violations
   d. Inability to pass required clinical assignments
   e. Falsification of records
   f. Inability to achieve 90% on one of the three dosage calculation exams provided

5. Based on student learning needs, pattern of unprofessional behavior, and nature of precipitating event(s), the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.

6. Students are required to achieve a minimum score of 75 on the final care plan, which includes the nursing database, laboratory values worksheet, medications, data clustering and diagnoses formation and evaluation. Additional care plans and other assignments may be assigned at the discretion of the clinical instructor and must also be completed.

7. Each student must pass a dosage-calculation test with 90% or greater prior to administering medications in the clinical setting. There will be three opportunities (see calendar) to achieve 90% or greater. After three dosage-calculation exams have been taken with the grade of less than 90%, the student must drop/withdraw from this course.

8. Students will be allowed to perform designated nursing skills in the LTC clinical setting.
only after receiving instruction and successfully demonstrating the skill in the Nursing Learning Resource Center laboratory.

9. Students are expected to demonstrate growth in clinical practice through application of knowledge and skills from previous and concurrent courses.

10. Students are expected to demonstrate growth in clinical practice as they progress through the courses and to meet clinical expectations outlined in the clinical evaluation tool.

11. Students are expected to prepare for clinical practice in order to provide safe, competent care.

12. Students are not allowed in clinical agencies during non-clinical hours when the instructor is not present.

13. Clinical assignments must be handed in on time to the clinical instructor. Assignments submitted late without prior arrangement with the clinical instructor will receive a ten-point deduction per day. If the assignment is not submitted within one week of the due date it will not be graded and a zero will be earned for that assignment.

ACADEMIC DECORUM

The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. A certain level of decorum facilitates this process for learners and teachers. Behaviors can also disrupt it. Use the following examples as guides to behaviors that support learning. Avoid those which disrupt the learning process.

Supportive actions include:

1. Coming to class prepared including reading all assignments and viewing DVD assignments.
2. Being attentive and responsive in class.
3. Respecting fellow student’s opinions and ideas.
4. Contributing to the class by making topic specific comments.
5. Offering critiques and alternative ideas in a non-condescending manner.
6. Providing a fair share of work to group projects and team activities.
7. Supporting the rights of classmates to contribute, even when disagreeing with content.
8. Challenging or questioning the instruction in a non-threatening/non-demanding manner.

Examples of disruptive behaviors to avoid include:

1. Consistently coming to class late.
2. Sleeping in class.
3. Talking in class or lab while the instructor is teaching.
4. Answering e-mail and text messaging while class is in session.
5. Using your laptop computer in class without permission from the professor.
6. Using cell phone or beepers while in class.
7. Walking in and out of class during instruction instead of waiting for breaks.
8. Monopolizing instruction by the professor during class. (Request appointment with professor for out of class individualized explanation and/or instruction.)
GRADING CRITERIA

Grading is a process of comparing a student’s performance (the outcome of learning) against a designated standard, or set of criteria, and assigning a symbol to the level of performance achieved. Current College of Nursing and Health Sciences policy stipulates the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>67-74</td>
</tr>
<tr>
<td>F</td>
<td>below 67</td>
</tr>
</tbody>
</table>

The Course grade will be earned as follows:

- Skills Lab Quizzes .................................................. 20%
- Lab Skills Simulation #1 Prep .................................. Pass/Fail
- Lab Skills Simulation #2 Prep .................................. Pass/Fail
- *Exam #1 ............................................................... 10%
- *Exam #2 ............................................................... 10%
- *Exam #3 ............................................................... 10%
- *HESI Comprehensive Final Exam ............................... 10%

(*Exam average must be 75 or greater to pass NURS 3614)

Class Participation Grade ........................................... 10%
Care Plan #1 ............................................................. 5%
Care Plan #2 (Grade must be 75 or greater to pass clinical) ... 10%
Wellness Assignment ................................................... 10%
Evidence-Based Practice Group Project .......................... 5%

Total ................................................................. 100%

In order to pass this course the student must achieve a minimum average of 75 on Exams 1, 2, 3, and the Comprehensive Final.

The Class Participation Grade is determined by the classroom professor. It is essential that students come to class prepared by reading assigned chapters in their required textbooks as well as reviewing power point slides that have been posted to Blackboard. There will participation activities which may include videos with quizzes, case studies, adaptive quizzing, etc., to be completed by each student individually for a grade. Preparation for class is a must. Class attendance is extremely important for application, learning and testing of the basic nursing concepts in this course.

Evaluation is an ongoing process that provides students with information about their progress in meeting course objectives. Conferences with faculty allow opportunities to discuss progress. A formative and summative clinical performance evaluation will be provided for each student by his/her clinical instructor and the evaluation will become part of the student record. Students with unsatisfactory performance at mid-term or during any time of clinical performance will be notified to schedule a conference with their clinical instructor and/or the course coordinator.
Students may make appointments with faculty to discuss their progress at any time during the semester. Care plans will be returned with written feedback. Evaluation criteria will be based on outcome objectives noted in the Clinical Evaluation Tool (this tool is presented in the Student Handbook); daily performance; demonstration of skill achievement during clinical and laboratory sessions; safe and ethical behavior; and, written care plans (the Critical Thinking Tool). The grading criterion for a care plan is posted in NURS 3614 Blackboard. The final care plan must be a minimum grade of 75% to pass clinical.

Students must receive a satisfactory grade in the clinical portion of NURS 3614 in order to progress in the College of Nursing and Health Sciences. Satisfactory behavior is based on the demonstration of critical thinking and safe practice during all clinical and lab sessions and reflected in the outcome behaviors designated in the total evaluation tool. It is the student’s responsibility to review these criteria prior to the lab clinical rotation to assure understanding of these requirements. An unsatisfactory grade in clinical performance will override any numerical grade earned in the theory (didactic) component of the course and will result in a failure for the course.

ELECTRONIC COMMUNICATION

The University and the College of Nursing and Health Sciences rely on electronic communication as the major avenue to distribute and receive information needed for academic work and life on campus. Only by using university e-mail addresses will communication be consistent and complete. This course will ONLY use university e-mail addresses and/or Blackboard e-mail to communicate with students electronically. It is each individual student’s responsibility to activate his/her university e-mail account. Students are also expected to establish an EVOLVE account. This MUST be done prior to the first adaptive quiz day. This course is a web assisted course using Blackboard.

ACADEMIC ADVISING

The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Island Hall #318, and advisors are Rachael Taylor 825-3748 and Angelica Santillan 825-2461. 
http://conhs.tamucc.edu/advising_nursing.html

EVENT OF CAMPUS CLOSURE

In the event of a campus evacuation the faculty will make every effort to continue teaching this course. Should such an event occur, we will continue to interact with you by using the

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Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue coursework by posting assignments and interacting with faculty as well as each other online. You will also be able to take tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool. During the campus closure the faculty will communicate with you utilizing Blackboard tools NOT personal email accounts.

To access information regarding an emergency closing of the University, go to the Homepage of TAMUCC-The Island University. At the bottom of the page, under Campus News, there is an icon that reads Code Blue. Click on this for emergency information. Because we are an island university, prepare for early evacuation from the University. Along with the traffic from the Naval Air Station, there will be excess traffic when trying to evacuate from the University down Shoreline. Carpooling is encouraged to decrease the number of vehicles exiting the University in an emergency situation.


POLICIES:

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all
forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct:  [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)

University catalog related to academic integrity and honesty:  [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)


**Students with Disabilities**

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 contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Active Military Duty**

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

**Grade Appeals Process**

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See [http://academicaffairs.tamucc.edu/Rules_Procedures/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University procedure and see [http://conhs.tamucc.edu/shb/](http://conhs.tamucc.edu/shb/) for the CONHS process identified in the Student Handbook.
Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.