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

NURS 3628 Nursing Care of Adults I – E01 eLine
Syllabus
Spring 2015

FACULTY: Norma Vela, MSN, RN

OFFICE: Island Hall, Office 342F

OFFICE HOURS: By appointment and as posted in Blackboard
Tuesdays: 1000-1300, Wednesdays 1100-1500

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CREDITS: semester hours (3:9) credit hours 6

Prerequisites:

COURSE DESCRIPTION: Introduces the student to the use of the nursing process in the care of adults with chronic or non-complex illness. Uses a systems approach to discuss the effects of illness on individual and family and to examine the disruption of growth and development patterns across the lifespan from young adult to senior years. The course includes clinical laboratory to allow the student the opportunity to apply theoretical concepts to clinical practice in diverse adult populations. Prerequisites: NURS 3318, 3435, 3614, 3342

COURSE OBJECTIVES:

At the completion of Nursing Care of Adults I, the student will be able to:
1. Examine applicable nursing and non-nursing theories related to growth and development and transcultural nursing [American Association of Colleges of Nursing (AACN) Essential I, III, VI, VII, IX].
2. Give examples of relevant and recent research findings, particularly as they relate to nursing care of patients with disorders of physiological systems (AACN Essential I, II, III, IV, V, VI, VII, VIII, IX).

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3. Discuss research topics that could improve the care of clients and their families (AACN Essential I, II, III, VI, VII, IX).
4. Seek opportunities to acquire and apply new knowledge to practice (AACN Essential I, II, III, IV, V, VI, VII, VIII, IX).
5. Describe ethical and legal principles impacting health care across the age/health continua, including informed consent, diminished autonomy, individual freedom of choice, and confidentiality (AACN Essential I, II, III, IV, V, VI, VII, VIII, IX).
6. Analyze the use of the nursing process with individuals experiencing illness.
   a. Utilize critical thinking skills to assess adults and families responses to specific illnesses.
   b. Utilize the data collection process based upon Gordon’s functional health patterns to derive nursing diagnoses appropriate to the client and family.
   c. Describe appropriate nursing and medical interventions for health challenges common to adults.
   d. Demonstrate appropriate therapeutic nursing interventions to assist clients and their families to attain, maintain, or regain optimal health.
8. Identify concepts related to the disruption of growth and development patterns across the lifespan (AACN Essential I, VI, VII, IX).
9. Demonstrate responsibility for own learning at levels consistent with course and professional expectations (AACN Essential I, III, VI, VIII).
10. Demonstrate professional role behavior and accountability for own behavior in implementation of nursing care (AACN Essential I, VI, VIII).
11. Demonstrate collaborative skills with members of the interdisciplinary health care team in planning, coordinating, providing and evaluating patient care (AACN Essential III, IV, VI, VII, VIII, IX).
12. Describe caring behaviors to be utilized while providing nursing care to clients from diverse populations (AACN Essential I, VI, VII, VIII, IX).

**REQUIRED TEXTS AND RESOURCES:**

Required:

Evolve Elsevier HESI Online Case Studies Access (should already have access)


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Elsevier Mosby.


*** If the above four resources are purchased from the TAMUCC bookstore there is a discounted price: ISBN 978-0-323-45254-0


Mosby’s nursing video skills DVD and DVD-ROM package. Basic, intermediate & advanced skills: Student version 4.0 [Computer software]. St. Louis, MO: Mosby.

Board Vitals (This is a free resource that will be provided by the library – more information to follow).

Recommended:


Lewis, S.L., Dirksen, S.R, Heitkemper, M.M. (2013). *Virtual excursions online for medical surgical nursing*, (9th ed.). St. Louis, MO: Elsevier Mosby. (NOTE: This will become a required text if there is a need for clinical makeup hours)


**Learning Experiences and Teaching Methods:**
Course objectives may be met through individual study using suggested resources, active involvement in formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include 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.

- WebEx will be used for formal and informal exchange of ideas.
- Discussion assignments are provided to enhance student learning and engagement. Grading Rubrics for expectations are provided.
- Wikis are an online collaborative effort in the eLine learning environment. These assignments differ from Discussion Post assignments. Students should edit actual Wiki pages rather than leave comments on existing content. Comments written in the ‘comments’ section will not count as participation in the Wiki. You must actually edit the Wiki page itself to receive credit. The professor can see all contributions, deletions and page edits on the wiki. The student is encouraged to leave comments as a courtesy if information is deleted, but this will not be graded.
- HESI case studies are utilized to enhance student learning by applying content from the modules to an actual patient scenario. You should receive your access code and information during eLine orientation. Instructions for submission are included in the assignment details in the Learning Management System (LMS).
- Evolve Adaptive Quizzing (EAQ) will be utilized as an assignment as well as a study tool for weekly module content. You are expected to purchase an access code by the first week of the course since the EAQ will be utilized weekly beginning with Module 1. The EAQ grade will be incorporated into the “Assignments” portion of the total grade for this course.
As eLine is an online learning environment students are expected to log-in to the LMS at least daily. While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text is for personal use only. No content may be shared or disseminated in any way, including via Facebook, YouTube, or other social media. Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations. Students are expected to act in a professional manner and are accountable for their behaviors and learning.

**Student Responsibilities**

1. eLine is an online learning environment. Students are expected to log into the LMS at least daily. Web course and lecture/learning materials are located on the course website.
2. Students are expected to respect the learning rights of all others in the online learning environment. Communications should follow the basic rules of netiquette.
3. Cell phones and pagers are to be turned off or put on vibrate during campus labs and clinical.
4. No children are allowed in campus labs or clinical at any time.
5. Students are expected to complete all required reading. As a 6-credit course, it is expected that students will spend at least 8-12 hours of independent study and preparation each week in addition to assignment and assessment time. Preparation includes assigned reading, review of appropriate anatomy, physiology, and pathophysiology, and review of assessment of appropriate body systems. **Students are held accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework may appear on quizzes or examinations.**
6. While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text is for personal use only. No content may be shared or disseminated in any way, including via Facebook, YouTube, or other social media. Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations.
7. The student is responsible to have the correct system requirements as outlined on the eLine homepage. **This is important because you will only be allowed one quiz reset.** Please plan accordingly before attempting quizzes.
8. Quizzes in Blackboard will be administered using Respondus Lockdown Browser. Instructions and the link for download are available in the course in Blackboard.

**Clinical Objectives:** At the end of this course the student will be able to:

1. Demonstrate critical behaviors of 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 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.

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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.

Clinical Information
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 (http://conhs.tamucc.edu/nursingstuhandbook/index.htm) under Nursing Undergraduate Curriculum for clinical objectives. While the professor will provide guidance, supervision and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course and clinical objectives.

It is the responsibility of the student to be sure that all health records, immunizations, CPR certification and Hospital Orientation are current and on file. These are required by the University, the college, and the clinical facilities to insure the health of students and patients. Students who do not have Hospital Orientation, current immunizations, CPR certification, liability insurance, background checks, and urine drug screening on file will not be permitted to attend clinical until their file is up to date. The student will receive a clinical warning for every day clinical is missed related to the above, thus putting themselves at risk for failing clinical related to absences.

Dosage Calculation Quizzes:
Students must pass the Dosage Calculation Quiz with a grade of 95 or better in order to progress. Students will have a maximum of 3 attempts to attain this passing grade. Failure to pass within the allotted 3 attempts will result in clinical failure. The average of the attempts will count as 5% of the course grade.

Overall Clinical Expectations:
1. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated. If the student fails the clinical component, the entire course must be repeated. Satisfactory completion of NURS 4628 requires the successful completion of both the clinical and theoretical components of the course.
2. Students in a precepted situation MUST provide the course professor with a tentative clinical schedule, preceptor name and contact information, location and unit information. The signed preceptor agreement must be on file before attending any actual clinical care days. Attending clinical without a preceptor agreement, clinical schedule, and preceptor and unit contact information on file will result in an automatic clinical failure.

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3. **Students in precepted situations must have a passing grade at the time of the first clinical day in order to attend clinical. The student’s placement is dependent on passing at the time.**

4. 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. If you are sent home for any reason, it is counted as an absence.

5. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
   - Absences
   - Tardiness
   - Illness
   - Violation of dress code (either in hospital or during data collection)
   - Incomplete health immunization records
   - Expired CPR certification
   - Failure to turn in care plan when due
   - Incomplete hospital orientation on Blackboard
   - Lack of preparation
   - Failure to submit clinical schedule and preceptor information

6. Accumulating three (3) warnings in a 135 hour clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.

7. Other offenses, which depending on severity, may lead to immediate failure of the course, including but are not limited to:
   - No call, no show for clinical day
   - Unsafe or unprofessional practices or behaviors
   - HIPAA violations
   - Inability to pass required clinical assignments
   - Falsification of records

8. 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.

9. **Students judged to be unsafe may be failed from the course at any time.** Unsafe behavior may be demonstrated through the omission or commission of actions that may
harm patients or unprofessional behaviors consistent with inappropriate clinical judgment.

10. In the unusual circumstance that, in the instructor’s professional judgment, a student is not providing safe nursing care, the student will be removed from the clinical setting. If this deficit cannot be remedied in the given clinical time with available faculty supervision, the student will receive a grade of “F” in the clinical. If a student fails clinical, he/she will receive a grade of “F” in the course, regardless of grades earned in other course assignments.

**General Clinical Considerations:**

1. Prior to clinical, and as necessary during clinical practice, refer to the guidelines governing prevention of transmission of infectious disease. Review the CDC’s Infection Control in Healthcare Settings: [http://www.cdc.gov/ncidod/dhqp/index.html](http://www.cdc.gov/ncidod/dhqp/index.html)

2. Application of material presented in pre-requisite and co-requisite courses to the clinical setting is a minimal expectation. Any time you do not understand or cannot correlate something, ask for help. It is far better to ask for assistance than to confess ignorance when asked by your instructor.

3. Patient confidentiality is to be maintained at all times as a critical element of clinical behavior; failure to do so may result in failure of the course. Examples of violating confidentiality includes talking about patient matters in social non professional situations, removing confidential materials from agency premises, misplacing clinical paperwork, revealing client/patient names to non professional or professional non related persons, and including patient names and identifying information on clinical paperwork.

4. Students are responsible for the care of the patient during clinical hours. If you leave the unit for any reason, you must assure coverage for your patients. You must report off to the clinical instructor and staff nurse responsible when leaving the floor and when leaving for the day.

5. Cell phones are not to be utilized for personal use in the clinical area.

**Clinical Preparation:**

Specific preparation for clinical rotations may vary according to the clinical site and/or faculty. However, the following are general expectations from the course faculty:

Students should be able to describe client history, including assessment data, as obtained from the chart for the client(s) assigned to them. Students should also be able to discuss the pathophysiology of the client’s underlying health problem in addition to the plan of care, which will include (a) expected findings, (b) medical management, (c) possible complications, (d) medications, and (e) nursing management. This will be accomplished as the student completes the “Nursing Data Base: Clinical Preparation Tool”, the “Clinical Medication Sheet”, the “Clinical Lab Values” sheet, and the Pathophysiology Flow sheet (see syllabus for example).
Lack of preparation by the student is considered unsafe practice and will result in a clinical warning and dismissal from the clinical area for the day.

The “Nursing Data Base: Physical Assessment” will be completed at the beginning of the clinical day. Students may NOT provide any kind of care or assessment prior to the clinical day. These preparations will continue until the student has completed the clinical rotation; completion of the required number of care plans/concept maps DOES NOT release the student from the responsibility of preparation.

Students should present a professional image. If going to the nursing unit for pre-clinical assessment, the student must wear a lab coat with name badge in clear view. Jeans, sweat suits, and shorts are not acceptable attire at any time in the clinical setting.

Clinical Assignments:

1. **Care Plans:** Students are required to achieve a minimum score of 75 on two completed sets of paperwork, which includes the clinical preparation tool, nursing database, laboratory values worksheet, medications, pathophysiology tree, data clustering and diagnoses formation, care plan, and evaluation. Additional care plans/concept maps and other assignments may be assigned at the discretion of the clinical instructor and also must be satisfactorily completed.
   a. The grading rubric tool must be submitted with all care plans.

2. **The clinical instructor reserves the right to require additional material and / or hours to ascertain student accomplishment of learning objectives.**

3. **Nursing Flow Sheets and Care Logs:** The nursing flow sheet and daily care log must be submitted for each clinical day and include all patients or as instructed by the clinical professor respectively. Identify “how you would do things differently” based on your experience. Include what the week was like for you. Identify what you were the most proud of accomplishing. Share any needs or concerns with your instructor. Preceptors must sign off verification of clinical hours on the nursing flow sheet.

4. **Evaluation:** Done mid-clinical and post clinical and should include an evaluation of your progress in meeting your learning goals.

5. Students have the possibility to rotate through the operating room and possibly day surgery during Nursing Care of Adults I. There is an OR experience assignment that is to be completed and submitted to your clinical instructor following the experience. Faculty reserve the right to delay or cancel rotations to specialty areas.

6. Due dates for submission of clinical paperwork will be decided and announced by the clinical faculty. Late clinical paperwork may not be accepted and may result in clinical failure for the entire week (two to three days).

7. **Post-Fundamentals Curricular Exam Study Portfolio:** In preparation for the HESI end of course final exam, students will be required to create a study portfolio based on their performance on the Fundamentals HESI end of course exam. Exam review will be done through the Evolve website. Review time will depend upon exam performance. Based on the review of your exam results, you will compile a list of ten items or content areas needing

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further study based on the Fundamentals end of course exam and upload to the assignment link in the clinical module. From the list created, you will select 2 priority areas and provide evidence of further in-depth study in these areas. Examples of evidence could include an essay on the topic, a comprehensive study table, drug cards, an in-depth patho tree, unfolding case study, or video review. Learning activities may be individualized but must be of sufficient depth, breadth, and quality to be meaningful in order to achieve a passing grade.

8. The end of course HESI final exam is as scheduled in the course calendar.

**COURSE OUTLINE:**

Module One: Peri-operative Nursing Care  
Pre-operative Care  
Intra-operative Care  
Post-operative Care  
Inflammation and Wound Healing  
Lab Lessons:  
Wound and Pressure Ulcer Care  
Infection Control  
Specimen Collection  

Module Two: Nursing Management of Common Respiratory Problems  
Focused Respiratory Assessment  
Upper Respiratory Problems  
Nasal Problems  
Problems of the Pharynx & Larynx  
Obstructive Sleep Apnea  
Lower Respiratory Problems  
Bronchitis  
Pneumonia  
Tuberculosis  
Influenza  
Pulmonary Embolism and Edema  
Oxygen Therapy and Tracheostomy Care  
Chronic Airflow Limitation Problems  

Module Three: Nursing Management of Common Hematologic and Cardiovascular Problems  
Assessment of the Hematologic System  
Problems of the Hematologic System  
Assessment of the Cardiovascular System  
Cardiac Problems  
Coronary Artery Disease & Angina  
Heart Failure  
Structural Diseases of the Heart  
Hypertension  
Assessment and Problems of the Peripheral Vascular System
Module Four: Nursing Management for Common Renal and Urological Problems
   - Focused Urinary and Renal Assessment
   - Chronic Renal Failure and End-stage Renal Disease
   - Dialysis
   - Urinary Incontinence and Retention
   - Men's Health Assessment and Problems
   - Prostate Problems
Module Five: Nursing Management for Common GI Problems
   - GI Assessment and Nutrition
     - Alternative Modes of Nutrition
   - Upper GI Problems
     - Oral Problems
     - Hiatal Hernia
     - GERD
     - Esophageal Cancer
     - Gastric and Duodenal Ulcers
     - Obesity
     - Gastric Cancer
     - Surgery
   - Lower GI Problems
     - Irritable Bowel Syndrome
     - Appendicitis and Peritonitis
     - Inflammatory Bowel Disease
     - Colo-rectal Cancer
     - Intestinal Obstruction
   - Biliary Problems
Module Six: Nursing Management for Endocrine Problems
   - Endocrine Assessment
   - Diabetes Mellitus
   - Endocrine Problems
   - Reproductive Endocrine Problems
Module Seven: Nursing Management for Immunologic Problems and Sexually Transmitted Diseases
   - Pathophysiology of Immunity and the Immune Response
   - Infection and HIV
   - Autoimmune Connective Tissue Disorders
   - Sexually Transmitted Disease
Module Eight: Nursing Management for Musculoskeletal Problems
   - Assessment of Musculoskeletal Function
   - Common Problems: Back Pain, Hand and Foot Problems
   - Metabolic Bone Disorders
     - Osteoporosis
     - Osteomalacia
     - Paget's

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Infectious Musculoskeletal Disorders and Bone Tumors
  Osteomyelitis
  Septic Arthritis
Musculoskeletal Trauma
Rheumatic Disorders
  Osteoarthritis (OA)
  Gout
  Fibromyalgia
Connective Tissue Disorders
  Rheumatoid Arthritis

Module Nine: Nursing Management for Neurologic and Neurosensory Problems
  Neurologic and Neurosensory Assessment
  Infectious Neurological Disorders
    Meningitis
    Encephalitis
  Multiple Sclerosis
  Myasthenia Gravis
  Guillain-Barre Syndrome
  Bell's Palsy
  Parkinson's Disease
  Alzheimer's Disease
  Review Stroke
  Sensori-neural Problems
Lab Lessons-Review:
  Administering Eye Medications
  Administering Ear Drops

**Grading Criteria**
Completion of NURS 3628 requires the successful completion of both theoretical and clinical components of the course. Students 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. Students are held accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework may appear on quizzes or exams.
In order to pass Nursing 3628, the student must complete the following:
1.

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments and Evolve Adaptive Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Dosage Calculation Quizzes (Avg. of up to 3)</td>
<td>5%</td>
</tr>
<tr>
<td>NCLEX Questions</td>
<td>5%</td>
</tr>
<tr>
<td>HESI</td>
<td>20%</td>
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<tr>
<td>Content &amp; Exam Study Portfolios</td>
<td>P/F</td>
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<tr>
<td>Fundamentals HESI Exam Review</td>
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<tr>
<td>Health Assessment HESI Exam Review</td>
<td>P/F</td>
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<tr>
<td>Top Ten List &amp; Related Assignments</td>
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<tr>
<td>Total</td>
<td>100%</td>
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1. A combined average of ≥ 75% on end of module quizzes, including HESI. **Students who do not achieve a ≥74.5% quiz average including HESI will receive a D or F for the course base on their exam average.** In calculating the final grade, only the final overall course grade will be rounded. If you have not used your quiz reset over the course of the semester, at the end you may request a quiz reset for your choice of one final module quiz.

2. Content and Exam Study Portfolio: During the course of the semester, you will be required to review the materials in Evolve for the HESI final exams for your fundamentals and health assessment courses.
   - Exam review will be done through the Evolve website. You will be required to upload a screen shot of your activities and develop a study plan based on your exam results. Review time will depend upon exam performance. Your review efforts will be monitored throughout the semester by the instructor for evidence of ongoing study. This must include more than adding content items to a study packet in Evolve. Screen shots and other evidence will be uploaded to the Study Portfolio assignment tab in Blackboard.
   - Top Ten List & Assignments: Based on the review of your Fundamentals & health assessment HESI final exam results, you will compile a list of ten items or content areas needing further study. Once this list is created, you will upload it to the Study Portfolio Assignments tab by the due date listed on the course calendar. From the list created, you will select 2 priority areas and provide evidence of further in-depth study in these areas. Examples of evidence could include an essay on the topic, a comprehensive study table, drug cards, an in-depth patho tree, unfolding case study, or video review. Learning activities may be individualized but must be of sufficient depth, breadth, and quality to be meaningful in order to achieve a passing grade. Failure to upload sufficient appropriate documents by the due date stipulated will result in course failure. Late assignments will not be accepted.

3. Completion of a comprehensive end of course HESI final exam counts as 20% of the course grade. This is a comprehensive exam that covers **all** of the medical surgical content from NURS 3628. Content from previous courses may be on this exam. The College of Nursing & Health Sciences will purchase this exam. **In future courses students will be required to purchase exams administered during the course of the semester. The cost should be approximately $30. (Additional information to be provided in those classes regarding purchase process).**

4. Pass the dosage calculation exam with a 95% or greater.

5. All required clinical assignments including 2 care plans with ≥75%, content & exam study portfolio, and any additional assignments required by clinical faculty.

6. A grade of “pass” on the Clinical Evaluation Tool used for the clinical component of the course. Must be submitted to course faculty in order to receive a grade.
Grading scale for TAMUCC CONHS

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>83-89</td>
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<tr>
<td>C</td>
<td>75-82</td>
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<tr>
<td>D</td>
<td>65-74</td>
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<tr>
<td>F</td>
<td>0-64</td>
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Quizzes in blackboard will be administered using Respondus Lockdown Browser. Instructions and the link for download are available in the course in blackboard.

**LATE WORK:** Course assignments, module quizzes, and clinical assignments submitted late will be subject to point deductions as follows:

- 10 points will be deducted for submissions up to 1 week after the due date.
- 20 points will be deducted for submissions 1-2 weeks late.
- A grade of zero will be awarded for any submissions greater than 2 weeks late.

In the event that a student is aware they may need to submit an assignment late due to illness or other circumstances, it is the student’s responsibility to inform the professor prior to the due date. Deductions for late assignments with special circumstances and notification before the due date may be waived at the professor’s discretion.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with the professor before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **Faculty cannot drop you from a course.**

**Mary & Jeff Bell Library**
There are many resources on the Mary & Jeff Bell Library (http://rattler.tamucc.edu/) website. The home page will take students to links for online databases, online articles, the online catalog, and interlibrary loan requests. The “Distance Learning” (http://rattler.tamucc.edu/distlearn/index.htm) link will be especially helpful to all students. This site includes all the information students need for remote access as well as tutorials on using the databases and finding articles. If eligible, registering as a distance student confers eligibility for a TexShare card. These cards are a Texas wide library card that allows users to use all state libraries in Texas. The cards will be mailed to students, so be sure mailing addresses are current in the University system. For any questions about receiving the TexShare card, please contact Dan Cayce: Daniel.cayce@tamucc.edu

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Center for Academic Achievement (CASA)
The Center for Academic Student Achievement offers a variety of services, including a writing center. For more information about all of these services, go to the website: http://tlc.tamucc.edu/ or call 361-825-5933

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

University catalog related to academic integrity and honesty: 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).

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/ for the University procedure and see 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.

Military Students
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.

The Texas A&M University Corpus Christi: TAMUCC College of Nursing and Health Sciences Student Handbook is available online. The handbook and syllabus should be reviewed before signing the receipt form.
Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. **It is the STUDENT’S responsibility to keep abreast of course announcements.** Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.

The following receipt form must be signed before within the first week of classes. You may print, sign, scan, and email it to your instructor via blackboard.

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**Student Handbook Receipt & Statement of Syllabus Understanding Form**

I have reviewed a copy of the College of Nursing and Health Sciences Student Handbook and the course syllabus for eLine NURS 3628. I have been provided an opportunity to clarify questions. I am aware that I may review a copy of any subsequent year handbooks by requesting one at the beginning of the respective college year in the College of Nursing and Health Sciences at the Office of the Dean. Receipt form must be signed and submitted to the course faculty. I understand the expectations set forth in the course syllabus and the CONHS Student Handbook.

____________________________
Student Name(Print)

_________________________             __________
Signature of Student            Date