TEXAS A&M UNIVERSITY-CORPUS CHRISTI

College of Nursing and Health Sciences

NURS 5624 - Advanced Health Assessment and Differential Diagnosis

Syllabus

Fall 2015

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Connie Barker RN, PhD, FNP-C</th>
<th>Jean Herzog, DNP, RN, FNP-BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Island Hall 328-F</td>
<td>Virtual Office</td>
</tr>
<tr>
<td>Telephone:</td>
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<td>254-723-7928 (cell)</td>
</tr>
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<td>Email:</td>
<td><a href="mailto:connie.barker@tamucc.edu">connie.barker@tamucc.edu</a></td>
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<tr>
<td></td>
<td>Blackboard email preferred</td>
<td>Blackboard email preferred</td>
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<tr>
<td>Office Hours:</td>
<td>Available by phone or email</td>
<td>Available by phone or email</td>
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</tbody>
</table>

Clinical Faculty

Dixie Andelman, RN, DNP, FNP-C  
Laura Alexander, RN, MSN, FNP-C  
Connie Barker, RN, PhD, FNP-C  
Larry Beville, RN, DNP, FNP-C  
Lauren Gaudette, RN, MSN, FNP-C  
Jean Herzog, DNP, RN, FNP-C  
Shelley Leitch, RN, MSN, PNP-C  
Cindy Marriner, RN, MSN, FNP-C  
Adiah Oyefesobi, RN, MSN, WHNP-C  
Esmie Rivera, RN, MSN, FNP-C  
James Sall, PhD, RN, FNP-C  
Larry Beville, RN, DNP, FNP-C  
Cindy Marriner, RN, MSN, FNP-C  

Credits: 6 semester hours (4:2)

Course Description

This course concentrates on the study and practice of complex skills for comprehensive health assessment with a focus on the differentiation and interpretation of normal and abnormal findings while developing a broad database to establish a list of differential diagnoses. Oral and written communication of findings in a collaborative relationship with other health care providers is emphasized. Variables related to rural and multicultural populations are incorporated into the total assessment. Opportunities are provided to develop skills necessary for the identification of health problems, while considering variables associated with multicultural populations.

The clinical component of the course provides the opportunity to practice complex health assessment techniques. The clinical practice also provides the opportunity for the student to perform basic laboratory tests and interpret other common laboratory and diagnostic data including radiology and EKGs.
Course Objectives

By the end of the course the student will be able to:

1. Systematically apply a problem solving approach in the collection and synthesis of relevant data.
   - Perform a risk assessment of a client including assessing lifestyle and other risk factors.
   - Develop a comprehensive database, including a complete functional assessment, health history, physical examination and appropriate diagnostic examination.
   - Order, perform and/or interpret other selected laboratory and diagnostic tests.

2. Critically analyze and interpret health assessment findings.
   - Demonstrate sound critical thinking and clinical decision making.
   - Identify signs and symptoms of common illnesses.
   - Establish a differential diagnosis based on the assessment data.
   - Relate assessment findings to underlying pathology or physiologic changes.
   - Compare text-recommended diagnostic tests to those ordered by the preceptor.
   - Determine a test’s cost-effectiveness based on its sensitivity and specificity.

3. Incorporate into practice a structured format to communicate health assessment findings to other health care professionals.
   - Provide appropriate documentation of patient information in the medical record.
   - Present concise and organized oral case presentation.

4. Display commitment to expanding own role within the profession of nursing.

Texts

Required Didactic Texts:

Philadelphia: Lippincott Williams & Wilkins.

Philadelphia: Lippincott Williams & Wilkins.


Uptodate – The Up to Date database is available to students to use as a source of information as well. This on-line database can be linked through the library.

Required Clinical Texts:

Optional Didactic Texts:

Optional Clinical Texts:

**Please consider all texts as incomplete reference sources, since no complete reference book exists. Therefore, you are expected to use these texts as the primary sources of information, which can then be supplemented by other sources as needed to fulfill the assignment for identified content areas.

You are expected to add relevant sections from Pagana, Hollier, and Dains to any diagnostic workup content studied each week along with consideration of sensitivity and specificity for each diagnostic test.

Learning Experiences and Teaching Methods

Course objectives may be met through individual study of required and recommended resources, formal and informal exchange of ideas with classmates, colleagues and both clinical and class faculty regarding specific topics and practicum activities, while utilizing the critical thinking skills demanded of the graduate student.

Teaching methods include online asynchronous discussion, independent study of texts, library and other professional resources, web-based activities, analysis and synthesis of clinical applications, feedback on clinical experience activities and reports, and the assignments listed in the course. While faculty provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, and demonstration of course objectives.

Shadow Health® educational software will augment student learning in an interactive digital environment. Time spent working with the digital client will improve students’ abilities to complete a thorough review of medical history, conduct an organized and complete physical assessment while also extending students’ critical thinking and problem solving skills. Students will be provided log-in information to access this software. Assignments in Shadow Health® are to be completed as indicated in the schedule. Hours spent working with the digital clients does not count toward clinical time.

Students must have access to the Internet to successfully complete the web assignments. Word is used as the word processor for the SOAP assignments. Students are reminded that web-based assignments, in general, take more time to complete than traditional face-to-face classroom work. However, time spent through independent web work is determined both by each student’s learning style and the tasks involved in the assignment. Students with limited experience using Blackboard software are expected to seek assistance from the supportive services at the university Helpdesk to insure satisfactory completion of the required work.

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Learning Expectations Related to the Clinical Experience

1. Regular attendance and participation at the clinical site throughout the semester
2. Timely maintenance of a clinical log using Typhon software documenting each patient encounter, competency, and time log.
3. Selected readings from current literature both in preparation for and as follow-up to learning associated with patient encounters
4. On-going self-evaluation of clinical progress
5. On-going evaluation by preceptor
6. Scheduled conferences and communication with clinical instructor
7. Observation and evaluation by clinical faculty
8. Participation in the clinical group discussion board

Course Requirements and Grading

Syllabus: Students are expected to review the syllabus, Clinical Guidelines document, along with guidelines for assignments and related grading criteria throughout the semester to insure that class assignments are completed correctly. Students must acknowledge that they have read the syllabus and course information by completing the syllabus/course quiz. The quiz is required; however, it does not count toward your overall course grade. You will access the syllabus/course quiz through the quiz ICON on the homepage of the course. This assignment is due by August 31st at 11:59 pm.

- **Course communication:** Communication should be conducted online, using the course specific Blackboard software.
  1. Blackboard email is to be used for private communication concerning the course.
  2. Blackboard discussions are to be used for group collaboration on weekly assignments and weekly clinical discussion group posts. All discussions should be posted in the body of dialogue box versus using attachments when possible. Tables can be posted as attachments.

As with most graduate courses, superior performance on assignments can only be achieved through independent efforts. Required readings provide a general framework for understanding topics relevant to this course. However, required readings are insufficient to establish expertise on any one topic. Therefore, students are expected to read additional material before completing most assignments. Course content sometimes promotes exchange of differing or alternative information during class discussion. Because it is assumed students are prepared for discussions, any student contributions will be considered “knowledgeable” ones on a given subject by demonstrating a breadth of reading as the foundation for ideas and opinions.

- **Student evaluations:** Students are expected to complete self, course, class faculty, clinical faculty, and preceptor evaluations at the end of the course.

- **Grading and evaluation of students:** The course is designed with evaluation as an ongoing process to provide feedback regarding the meeting of course objectives.

  * The average of the five scheduled exams must be ≥ 75% to pass this course, regardless of any other grades received from required assignments. Therefore, less than a 75% average on these five exams will result in a course failure.

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Furthermore, an unsatisfactory in the clinical portion of the course will supersede any class grade and result in a failing grade for NURS 5624.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<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>&lt; 67</td>
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</tbody>
</table>

**Class Course Grade Components**

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Course Weight</th>
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</thead>
<tbody>
<tr>
<td>*5 Tests (15% each)</td>
<td>*70%</td>
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<tr>
<td>Shadow Health Activities/Weekly</td>
<td>15%</td>
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<tr>
<td>Didactic Discussions.</td>
<td></td>
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<tr>
<td>Graded Case Study Assignment</td>
<td>15%</td>
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<tr>
<td>Peer Evaluation is 15% of total grade</td>
<td></td>
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<tr>
<td>Competency-based EKG Quiz</td>
<td>S/U</td>
</tr>
<tr>
<td>Total Course Grade</td>
<td>100%</td>
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</tbody>
</table>

**Computer-based testing:** Five exams are scheduled for this course. See the course schedule for the content areas for each exam. Exams should be taken by the student independently without any consultation with others and without use of any resources, references or the internet. They are “closed-book” and timed. Students are not allowed to copy, paste, share, or email testing materials to themselves or others. Possession of testing materials may affect one’s ability to proceed in the course and the program. All material tested relates to content identified on the “Topical Outline” found under the “Units/Lessons” icon on the course Homepage. Exam material comes from the UpToDate database, textbooks, any required assignments, and class discussions. Exams are comprehensive in scope.

All five exams in this course will be proctored and require the utilization of an approved secure testing site. Please refer to the Secure Testing Site Policy adopted by the Graduate Department in the College of Nursing and Health Sciences for additional information regarding student responsibility and test process information. The policy is located under the Syllabus and Schedule tab located on the left side of the course home page.

All exams will be on Tuesdays and will be available from 11AM until 5PM. You will have 85 minutes beginning with the test logon time to complete 50 objective test questions Ninety (90) seconds is allotted for each question and an additional 10 minutes is added to allow for any computer difficulties that might arise. Therefore, students are encouraged to arrive at the testing site and logon as early as possible during the testing period. By doing so, the test can still be completed within the timeframe even if computer difficulties arise. The question format is similar to that used in the certification exams. Students receive questions from each major content area chosen from a test pool. Exams will be given in a multiple choice format and are automatically graded in Blackboard after each student completes the exam. When the timeframe for the test is over, each student will receive a raw test score. Following each exam, course faculty evaluates individual questions for psychometric soundness and as a result grades sometimes improve. Because evaluation of each exam and each item (question) is based on statistical analysis, individual student challenges to specific exam questions will NOT result in any further grade changes.
Facility will provide global class feedback for the questions most frequently missed with rationales for the “best answer”. Final grades on any given exam will be made available no later than 72 hours following any one exam.

**Make-up tests will NOT be permitted. Tests will only be given on the scheduled date and at the scheduled time.**

**The average on the five (5) exams must be ≥ 75% to pass this course, regardless of any other grades resulting from assignments required for this course. Less than a 75% average on the five exams will result in a course failure.**

**Unit quizzes:** Unit quizzes will be offered through Blackboard and will not require a secured test site contract. These quizzes will be limited to 15 questions or less and will cover pertinent information from group discussions and topical outline materials. These are to be used for self-improvement and are not counted toward your course grade.

**Competency-based EKG Quiz:** A basic understanding of EKG interpretation is important for advanced practice. Students are required to pass a mandatory competency-based EKG quiz with a minimum score of 85% by the end of the semester. Multiple attempts are allowed to achieve a passing score.

**Group Case Study Assignment:** The purpose of the Group Case Study Assignment is to demonstrate the students’ application of knowledge for the clinical assessment of a hypothetical “textbook case” patient with a common primary care clinical problem, relevant to the content areas covered thus far in this course. This assignment involves using the information available related to clinical presentation and relevant diagnostic testing. Students use this information to “rule in” or “rule out” multiple diagnoses related to the system or systems relevant to the week’s discussion. Additionally, the students, on completion of this assignment, will be able to demonstrate their ability to incorporate risk factors relevant to the selected clinical problem within the assigned subject area and to incorporate appropriate health promotion and disease prevention assessments. Each member of the group is responsible to all other members of the group. If a group member is significantly late or inadequately contributes to their portion of the assignment, their lack of participation impacts all other group members. Course faculty will be members of all the groups and will be able to monitor activities within the group discussion area if needed. Students who are holding back other members of the group will be noted. Student interactions and assignment planning should occur within Blackboard, through postings/discussions within your group, chats, or course emails not through telephone conversations or private email. Each group member will complete a PEER Evaluation Form on each of their group members’ contribution to the Group Case Study. Each student’s PEER Evaluation grade will represent 15% of the student’s Group Case Study grade.

**Shadow Health® Assignments and Weekly discussion participation:** Shadow Health® assignments are individual assignments and are graded accordingly. Students are assigned to two discussion groups during the semester: a didactic discussion group and a clinical discussion group. Students will only use the didactic discussion group when working on the group case study assignments. Students are assigned clinical discussion groups in accordance with their clinical faculty.

The weekly unit’s “Overview and Assignment” structures the content to be studied during that particular week or unit. The Overview and Assignment, topical outline and Shadow Health® case (when assigned) will be posted each week by faculty no later than 12:01 (AM) on Sunday.

Discussion postings (when assigned) will be completed no later than midnight on Friday.
• **Minimally,** students are expected to post 1-2 substantive postings within 48 hours and to post thoughtful responses to a minimum of 2 peer postings on at least 2 different days each week. To earn the full credit for each discussion the student must participate at a higher level than minimum requirements. Please see rubric.

Participation in the posted class discussions is required and will be randomly graded. Testing will reflect weekly discussion content; therefore participation is important.

*The discussion rubric and grading criteria are located under Information in the course.*

The clinical discussion group includes weekly **required** sharing of clinical pearls &/or interesting patient encounters. Further information is provided below under Clinical Course Grade Requirements.

**Group Discussion Netiquette**

- Recognize that everyone’s contribution is important.
- Respect a group member’s confidentiality if requested.
- When disagreeing with other student(s), do so without judgment or blame.
- Be open to new paths and new ways of thinking.
- If a group leader emerges, that person should identify him/herself as such and communicate with the faculty periodically about the group progress when necessary; if a group leader does not emerge, chose one. **Being a group leader does not reduce expectations to contribute to group discussions. Group leaders are held to the same minimal standard of one initial post and 2 response posts.**
- Feel free to develop group dynamic working guidelines, but make them guidelines (not rules) that everyone can live with; if a guideline does not fit the group any more, then negotiate to change or eliminate it.
- Members should stay in touch and communicate with group members. If a personal situation develops preventing an individual from meeting a group assignment deadline, please notify group members and course faculty as soon as possible.
- Remember that satisfactorily working within groups is a learned skill that is important in the FNP’s career.

**Clinical Course Grade Components**

<table>
<thead>
<tr>
<th>Satisfactory Validation of Undergraduate Skills</th>
<th>S/U</th>
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<tbody>
<tr>
<td>Completion of minimum number of 90 clinical hours spread throughout the semester <em>(See Course Schedule for last clinical day of the semester)</em></td>
<td>S/U</td>
</tr>
<tr>
<td>Typhon documentation: Electronic clinical log documentation of patient encounters must be posted and <strong>COMPLETED within a one-week period</strong> from date of patient visit; procedure documentation. If the week deadline passes, these patients and <strong>hours may not be counted toward the course requirement.</strong></td>
<td>S/U</td>
</tr>
<tr>
<td>Clinical SOAP notes as required in the course and by clinical faculty</td>
<td>S/U</td>
</tr>
<tr>
<td>Preceptor &amp; Self-Evaluation (found in the “Preceptor Guide”)</td>
<td>S/U</td>
</tr>
<tr>
<td>Faculty Observation and Evaluation</td>
<td>S/U</td>
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</table>
Regular communication with clinical faculty & clinical discussion group, which includes weekly sharing of clinical pearls &/or interesting patient encounters

- Safe and satisfactory clinical practice: One-third of the academic credit for this course is based on meeting the clinical performance components of the course. Safe and satisfactory clinical practice is mandatory for successful completion of the course. In the unusual circumstance in which a student is unable to provide safe and satisfactory care to patients, based on the clinical faculty’s professional judgment, the student may be removed from the clinical setting. If this deficit cannot be remedied in the remaining clinical time and within the limits of available faculty or preceptor supervision, the student will not meet the clinical requirements which would result in a grade of “F” in the course.

Demonstration of competent undergraduate clinical assessment skills is required prior to students entering the clinical laboratory portion of the course (clinical practice as an FNP student). Clinical skills acquired through undergraduate education and refined through practice form the foundation of safe and satisfactory clinical practice for RNs. Students are expected to demonstrate competency in these foundational skills. Competency will be evaluated before students are allowed to begin the clinical component of NURS 5624. Students who are unable to complete the required assessment independently will receive guidance for remediation from the faculty and provided one additional opportunity to demonstrate satisfactory foundation skills to demonstrate these skills. Any repeat demonstration must be completed on campus with a full-time faculty member observing. Retesting will not be completed on the same weekend of the skills seminar.

Until this course requirement is met, the students will not be allowed to enter the clinical component of this course.
If the clinical hours are not completed, the student will earn a failing grade in the course.

- Requirements to be completed prior to Clinical practice: Clinical hours may NOT begin until the following requirements are met-

  o Current information on file with the CONHS: Criminal Background Check, Urine Drug Screen, BLS for Healthcare Providers, TB test results, immunization record, and verification of Texas RN license. These items must be kept current the entire time the student is enrolled in a clinical course.

  o Clinical site and preceptor approval by the clinical faculty member: A completed, signed and approved Preceptor Agreement must be sent to the clinical faculty member. This preceptor agreement must have three signatures, your clinical faculty, the preceptor and yours. Following approval, a “Student Clinical Information Form” must be submitted to the clinical faculty member.

  o Demonstration of competent undergraduate clinical assessment skills: This is done by satisfactorily completing the Validation of Undergraduate Health Assessment Skills (VUHAS) check-off during the Clinical Skills Seminar. Students are expected to come adequately prepared to perform these skills after reviewing and practicing at home prior to the seminar attendance.

  o All students are expected to have a good quality stethoscope that has both an adult and pediatric bell and diaphragm, and a reflex hammer for use during the clinical experience.

- Clinical hours: A minimum of ninety hours of clinical experience related to course content are required. Clinical evaluation is graded as either satisfactory or unsatisfactory (S/U). There will be a
minimum of two clinical evaluations made by the clinical faculty member with additional evaluations dependent on individual student progress in the clinical area.

Students are responsible for working with their clinical faculty member to plan experiences that meet the course objectives and take into consideration student skills and learning needs. Clinical learning experiences should reflect the course’s didactic content. In order to meet the course requirements and assignments, students should organize their clinical hours/days, so that they span across the entire semester. This allows for continuing development of skills and affords clinical faculty ample time to evaluate students during the semester.

More details about clinical hours can be found in the Clinical Guidelines document.

- **Typhon documentation:** Complete electronic clinical log documentation of each patient encounters must be posted using the Typhon software within a one-week (7 day) period from date of the patient visit in order for the clinical time to count toward the minimum 90 hours. **Clinical hours and entries that are not entered into TYPHON within the one-week period will not be counted and additional hours will be required.** Participation in clinical procedures must also be documented in Typhon.

- **SOAP notes:** Beginning the first week of clinical experience, **one SOAP note is due each week**, no later than the particular day and time specified by each student’s clinical faculty. **A minimum of 6 comprehensive SOAP notes are required.** Each SOAP note will relate to one patient seen by the student in the clinical setting. The clinical faculty will inform the student when or if SOAP Notes are no longer required, due to satisfactory submissions.

  SOAP notes should be submitted to the clinical faculty via the Blackboard assignment function. In the “subject” line of the SOAP, each student should write his/her own last name, first name, and clinical week #. An example of the subject line of student, Bill Smith’s first SOAP email to his clinical faculty member would look like: Smith, Bill #1. Each succeeding clinical record number will increase by one digit. Clinical faculty will provide feedback via track changes on the document and reload into the course for student viewing.

  Use Microsoft Word to compose the SOAP note attachment using the template provided for this course available under the Clinical Information icon from the Information link on the course Homepage. Do not use the patient’s name in the SOAP note or include any information that could directly identify the patient.

- **Clinical group discussion posts:** A weekly informal sharing of clinical pearls &/or interesting patient encounters is **required** for each week the student participates in the clinical area. Students are expected to read and respond to group members’ postings every week regardless if in clinical or not.

**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

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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.

**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.