FACULTY: Karen LaNasa MSN, RN, OCN
Adjunct Faculty:
To be announced

OFFICE: Island Hall, Office 336H

OFFICE HOURS: By appointment and as posted in Blackboard

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EMAIL: Karen.LaNasa@tamucc.edu not to be used see below:
Email within the course blackboard shell unless otherwise notified

FAX: (361) 825-3491

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

PREREQUISITES: NURS 3318, 3435, 3614, 3342

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: All first semester junior level courses.

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).

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.
   e. Demonstrate safe, technically competent care of adults with common medical/surgical health challenges.
      (AACN Essential I, III, IV, VI, VII, IX).


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:

EHR Tutor, Electronic Medical Record access (will need access for remainder of your program)

See syllabus under Clinical Information for purchasing information

Elsevier Adaptive Quizzing for the Lewis Med-Surg (AC) Updated 10th Ed. ISBN:

9780323449519.
Evolve Elsevier HESI Online Case Studies Access (should already have access)


Recommended:


required text if there is a need for clinical makeup hours)


**Learning Experiences and Teaching Methods:**

**Student Responsibilities**

Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, and formal and/or informal exchange of information/ideas with classmates and colleagues regarding specific topics to include utilization of critical thinking skills. Teaching methods include lecture, seminar, discussion, small group work, independent study, computer-assisted instruction, audio-visual aids and the assignments listed below. 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.

Students are expected to act in a professional manner and are accountable for their behaviors and learning.

1. This is a web-assisted course and lecture/learning materials may be found on the course website.
2. Students are expected to respect the learning rights of all others in the classroom. Individual conversations, chatting online, text messaging, arriving to class late, sleeping during class, working on online assignments, playing computer games, surfing the internet and studying for another class during classroom time are unacceptable behaviors. Students who demonstrate these behaviors may be asked to leave class.
3. Cell phones and pagers are to be turned off or put on vibrate for the duration of the class; they must be off for examinations.
4. No children are allowed in class at any time.
5. Students are expected to complete all required reading prior to each class. As a 6-credit course, it is expected that students will spend 8-12 hours of independent study and preparation each week in addition to class time. Preparation for class 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. It is the student’s responsibility to obtain handouts, lecture notes, and information from announcements in the event a class is missed.
7. Taping of lectures is permitted in this course. Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations.

**Class Policies**
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.

In order to pass Nursing 3628, the student must complete the following:

1. 

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 1, 2, 3</td>
<td>15% each</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>In class med quizzes + dosage calculation quiz</td>
<td>10%</td>
</tr>
<tr>
<td>Learning Modules 2 (Blood and F&amp;E)</td>
<td>10%</td>
</tr>
<tr>
<td>Adaptive Quizzes (4) + Mastery Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. A combined average of ≥ 75% obtained with all assignments. **Students who do not achieve a >74.5% exam average (with the weighted %) 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.

3. All required clinical paperwork including 2 care plans with ≥ 75% and any additional assignments required by clinical faculty.

4. 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 Texas A&M University-Corpus Christi, College of Nursing & Health Sciences is:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</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>65-74</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
</tr>
</tbody>
</table>

**Attendance Policy:**

The class roll list will be circulated in each class. Students are expected to sign in if they are present. Absences from more than 3 classes may result in a reduction in class grade of one level, for example, from an A to a B. Each class period is worth 4 hours of lecture, persons leaving or asked to leave prior to the end of class, or at any time during class, will be counted absent for that hour of class. Although there are no excused class absences except for official university business, persons who are ill should be courteous to classmates and not attend class.
Late Work & Make-up Examinations:

No late work is accepted. No exceptions. No make-up examinations will be administered. Exams will be given only on the day and time scheduled. If one scheduled exam is missed due to unforeseen circumstance, the score earned on the HESI final exam will count as the grade for the one missed. In order to be considered excused the Professor must have received an email via Blackboard stating circumstance prior to the start of the exam scheduled time. 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.

Examination Guidelines:

1. Students must achieve a combined average of 74.5% on all exams to pass the course.
2. The final exam is comprehensive.
3. 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.
4. All exam dates and times are printed on the course schedule.
5. Exam dates, times and locations are subject to change.
6. Students who are late for exams will not be allowed to test and the grade will be counted as a missed exam (Please see Late Work & Make-up Examinations).
7. No examination or test material is to leave the classroom.
8. Any student determined by faculty to have cheated on the exam will receive a score of zero for that exam and may be subject to failure from the course and dismissal from the nursing program.
9. Exams will be given only on the date and time scheduled. For each exam:
   • Cell phones, PDAs and beepers are not allowed during exams and must be turned off.
   • All books, bags, notebooks, and purses will be left at the front of or outside the room.
   • A brief examination blueprint will be provided on Blackboard.
10. Medication math problems will be included on each exam. Calculators may be used and will be provided on the computer exam interface.
11. Exam dates, times, and locations are subject to change.
12. Course faculty will review the exam and the grades will be posted on Blackboard. Those students scoring below 75 on any exam are encouraged to make an appointment with the faculty/course coordinator to review their exam and address their concerns.
13. All students will complete Test Taking Assignment via Blackboard indicating they have read and will adhere to the Test Taking Policies and Procedures for NURS 3628. Failure to follow these policies may result in failure of the exam and/or failure of NURS 3628.
Course Assignments

Evolve Adaptive Quizzing:

Adaptive Quizzes may not be submitted late. Students will receive a score of zero for work not completed by the times listed on the course calendar. Additional assignments may be assigned at the discretion of the faculty.

“Read” Chapter Adaptive Quiz assignment: This grade will consist of the use of Adaptive Mastery quizzes throughout the semester. It will be the responsibility of the student to complete an Adaptive Quiz mastery level 2 for the assigned “read” chapters in the course syllabus on the content covered in the course. Students will be responsible for managing their time to complete the mastery quizzes by the due date assigned on the course calendar.

Case Study Analysis (Optional):
Medical-Surgical case studies from the Evolve Apply website (https://evolve.elsevier.com/staticPages/s_index.html)
The case studies are available for your use at any time and can assist with further application of the course didactic concepts. Completion of case studies is not mandatory but is highly recommended as it will help with being successful in the course.

You may refer to the Evolve Comprehensive review manual, your textbooks, and class notes to complete the case studies.

You will need to utilize the access code you were provided in class and then go to the website: http://evolve.elsevier.com/staticPages/s_enroll.html enter the course code that you will be provided in class: and follow the directions to register. All case studies are located under Course Documents—Evolve Apply—Medical-Surgical.

Learning Module Assignments:
Scores/assignments submitted after 11:59 pm on the date due will not be accepted. All learning module assignments count toward the assignment grade. Learning Module Due Dates are listed in the course schedule.

Math Module for Safe Dosage Calculations:
Available on Blackboard. There is a math tutorial for your review. An in class dosage calculation quiz will be completed in lab the first week of your clinical rotation. The grade on the first dosage calculation quiz will be counted as an assignment and averaged into the 10% of the mark making up the assignment portion of the grade. Students will NOT be able to pass medications in the clinical setting until they achieve 95% or higher on a medication calculation exam. Students will have a maximum of 3 opportunities within the first 3 weeks of the clinical portion of the course to pass a medication calculation exam with a grade of 95% or higher. Failure to achieve a grade of 95% or better will result in a student failing NURS 3628 as students will be unable to successfully meet clinical objectives related to medication administration.
Blood Administration Module:
Available on Blackboard. There are reading assignments and an online quiz. There is no time limit for taking the quiz, you can access the quiz multiple times and questions will be presented one at a time and cannot be revisited. Be sure each answer is saved before moving on; skipped questions cannot be counted toward the quiz grade. This is to be completed as an individual assignment. The highest grade obtained will count as your grade.

Fluid and Electrolyte/CVAD/TPN Module:
Available on Blackboard. There are several reading assignments and an online quiz. The majority of the questions are about fluids and electrolytes. There is no time limit for taking the quiz, you can access the quiz multiple times and questions will be presented one at a time and cannot be revisited. Be sure each answer is saved before moving on; skipped questions cannot be counted toward the quiz grade. This is to be completed as an individual assignment. The highest grade obtained will count as your grade.

In-Class Medication Quizzes:
During the course of the semester 4 medication quizzes will be given in class covering knowledge and application-level medication questions relevant to the topics being studied. **The comprehensive quiz grade may be used to drop the lowest quiz grade for a maximum grade of 100.** These quizzes will be worth 10% of the overall course grade. **Students not present or arriving late will not be allowed in the classroom once the quiz has been handed out and will receive a quiz grade of “zero.”**

<table>
<thead>
<tr>
<th>Quiz #1</th>
<th>Perioperative Care and Diabetes, and Pulmonary Disorders</th>
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<tbody>
<tr>
<td>Quiz #2</td>
<td>Musculoskeletal Health Challenges, Immune Disorders/Infections/STDs, Renal and Hematological</td>
</tr>
<tr>
<td>Quiz #3</td>
<td>Cardiovascular Health Challenges, Neurological/Sensory and GI</td>
</tr>
<tr>
<td>Quiz #4</td>
<td>Comprehensive Drug Quiz</td>
</tr>
</tbody>
</table>

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.
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**

Care plans will be completed via the EHR tutor website and graded by the assigned clinical instructor on a weekly basis. Students are required to purchase a license for access to the electronic medical record system in use by the CONHS. The system is called EHR Tutor and can be purchased online at [https://myehrtutor.com/signup](https://myehrtutor.com/signup) Cost is: 1-yr $65, 18 months $97.50, or 2 yrs $130. You will be utilizing this during clinical & Simulation throughout the remainder of your nursing program.

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](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.
2. 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.

3. Students in a precepted situation MUST provide the course professor with a tentative clinical schedule, preceptor name and contact information, location and unit information, and the preceptor agreement. All except for the agreement must be submitted PRIOR to starting clinical. The preceptor agreement should be submitted after the first clinical day.

4. 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

5. 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.

6. 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

7. 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.

8. 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, 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.

9. Students are also required to satisfactorily complete the Clinical OR Questions (to be turned in to the clinical instructor the week of the student’s observation day in the OR). Students earn the privilege of attending clinical in specialty areas; faculty may opt not to send students to specialty areas based on individual student learning needs.

General 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
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.

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 Paperwork

1. Students are required to complete a complete care plan for at least two patients: Nursing data base, laboratory values worksheet, medication worksheet, pathophysiology tree, and a problem list & diagnosis formation until a 75 is achieved on two patient care plans.

2. The grading rubric tool must be submitted with all care plans.

3. **The clinical instructor reserves the right to require additional material to ascertain student accomplishment of learning objectives.**

4. The Evaluation is done mid-clinical and post clinical and should include an evaluation of your progress in meeting your learning goals. 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 days).

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 days).

### 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/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://www.tamucc.edu/~students)

**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/ 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.

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.