NURS 4628 E01 and 701 Nursing Care of Adults II
Syllabus
Fall 2019

CREDITS:
6 semester hours (3:9)

COURSE DESCRIPTION:
NURS 4628 presents to the senior nursing student the use of nursing process in the care of adults with acute or complex illness and/or injury. The effects of acute illness are examined in relation to the individual’s developmental stage, culture, and gender. Building on junior level content, a systems approach is used to analyze and intervene in alterations to the health of the individual and family. The course includes the clinical setting to allow the student the opportunity to apply theoretical concepts to clinical practice in diverse populations. Prerequisites: NURS 3614, 3435, 3628.

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

1. Give examples of relevant and recent research findings, particularly as they relate to nursing care of patients with disorders of physiological systems (American Association of Colleges of Nursing (AACN) Essential I, II, III, IV, V, VI, VII, VIII, IX).
2. Discuss topics that could improve the care of clients and their families (AACN Essential I, II, III, VI, VII, IX).
4. 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, V, VI, VII, VIII, IX).
5. Analyze the use of the nursing process with individuals experiencing acute 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).


7. 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).

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

1. Apply the Theory of Caring as defined by Dr. Jean Watson in all aspects of patient care.

2. Demonstrate critical behaviors of nursing psychomotor skills in a safe manner. 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.

**REQUIRED TEXTS AND RESOURCES:**
Of the following resources, students in this course should only have to purchase:

Elsevier Adaptive Quizzing for the NCLEX-RN Exam 2nd Edition (36 Month – will be needed in 4470). COURSE ID: tba

Unless out of sequence. Out of sequence students need to also purchase:


All other resources listed below, students should already own from prior courses:

Shadow Health Course PIN (purchased in Health Assessment):

New course code: tba

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


Mosby’s nursing video skills DVD and DVD-ROM package. Basic, intermediate & advanced skills: Student version 4.0 [Computer software]. St. Louis, MO: Mosby OR Elsevier Clinical Skills Essentials Collection Access Card. ISBN 9780323394499

A computer with high speed internet access greater than 2 mbps upload and download, operating system that supports the Blackboard Learning Management System, and a webcam.

A single dry erase board, no larger than 14” x 14”, with a dry erase pen and an eraser for use during online testing.

Additional Required Online Resources (other resources available via bookstore):

Online Purchase of EHR Tutor: Cost: 1 year -$65, 18 months -$97.50 or 2 years -$130.

Use the EHRTutor Direct Online Payment and Account Activation Instructions to purchase. Go to: https://myehrtutor.com/signup Go to your course Blackboard shell for step-by-step Online Payment and Account Activation Information.

Examity proctoring: This course requires the use of exam-proctoring involving third party charges. Exam-proctoring charges may range from $1 - $50.00 per exam. Students may be required to schedule exams at least 24 hours in advance or incur late scheduling charges. All costs for exams are the responsibility of the student. Students may also be responsible for providing webcams with microphones to be used in test proctoring. Failure to comply with exam policy will result in a zero for an exam.

Students will be required to purchase all HESI exams for this course. This does not include any test center proctor fees. Distance students are also responsible for proctor site fees. Estimated costs for the HESI exams range from $35 – $65.00 depending on the exam type as follows: Medical Surgical Exam ~ $36.

Instructions for purchasing the exams will be provided in class.

RECOMMENDED TEXTBOOKS:


Board Vitals (This is a free resource that will be provided by the library data base - StatRef).

Elsevier adaptive quizzing for *Lewis medical-surgical nursing* (36-month). St. Louis, MO: Elsevier Mosby


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)*


Silvestri, L. (2 year subscription). Online Review for the NCLEX-N Examination (2nd Ed).


**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/team 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 may be provided to enhance student learning and engagement. Grading Rubrics for expectations may be 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.
- Evolve Elsevier Health Education System Inc. (HESI) case studies may be 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).

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 anyway, including via facebook, you tube, 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 RESPONSIBILITES:**

- eLine is an on-line 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.
- Students are expected to respect the learning rights of all others in the online learning environment. Communications should follow the basic rules of netiquette.
- Cell phones and pagers are to be turned off or put on vibrate during campus labs, exams, and clinical.
- No children are allowed in campus labs or clinical at any time.
• 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.**

• **While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text and is for personal use only. No content may be shared or disseminated in anyway, including via facebook, you tube, or other social media.** Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations.

• The student is responsible to have the correct system requirements as outlined on the eLine homepage.

• Failure to comply with exam policy will result in a zero for an exam.

**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](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.

**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.

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. Absence due to illness will need to be documented my providing proof of medical evaluation (ie. legitimate Doctors excuse). 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 and course 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.
   • First clinical absence will be made up by doing 2 case studies with a concept map for the top 2 nursing diagnosis’ related to the case study. This assignment will be turned into your clinical professor.
   • Future absences may result in clinical failure and course failure.

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
   • Violation of dress code (either in hospital or during data collection)
   • Incomplete health immunization records & / or Expired CPR certification
   • Failure to turn in care plan when due
   • Incomplete hospital orientation on Blackboard
   • Lack of preparation
   • Failure to submit 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 practices that could result in patient harm
• 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.

11. Students are required to achieve an average of 75% on the weekly required clinical assignments. Additional care plans/concept maps and other assignments may be assigned at the discretion of the clinical instructor and must also be completed. **Even if passing clinical documents have been completed, incomplete or poor performance on subsequent clinical paperwork may result in a clinical warning and/or failure.**

**General Learning Environment 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, co-requisite, and NURS 3628 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 nonprofessional situations, removing confidential materials from agency premises, misplacing clinical paperwork, revealing client/patient names to nonprofessional 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 Assignments:

1. Clinical Hours, Skills, & Self-Evaluation
2. Patient Care Log
3. Concept Map (CM) & EHRTutor Assignments

Once a grade of > 90 is reached on the CM after the second submission, no further CMs will need to be completed by the student (unless directed by their clinical instructor). Students will continue to utilize EHRTutor documentation each week.

Students are required to achieve a minimum average score of 75% on weekly clinical assignments. Additional care plans/concept maps and other assignments may be assigned at the discretion of the clinical instructor and also must be satisfactorily completed.

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

5. Simulation Assignments (students in CC clinical groups): Due as directed by clinical faculty.
6. Evaluation: Due mid-clinical (summative) and post-clinical (formative) and should include an evaluation of your progress in meeting your learning goals.
7. 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).

COURSE OUTLINE:

Week 1: Module One: Care of the Patient with Complex Pulmonary Problems
- Review of Focused Respiratory Assessment & Review of Tracheostomy Care
- Head and Neck Cancer
- Management of Acute & Complex Lower Respiratory Problems
- Introduction to Critical Care
- Respiratory Failure and Acute Respiratory Distress Syndrome (ARDS)

Week 3: Module Two - Care of the Patient with Complex Cardiovascular Problems
- ECG Interpretation and Care of the Patient with Dysrhythmia
- Critically Ill Patients with ACS
- Valve Disorders
- Critical Care Nursing
- Shock & MODS

Week 5: Module Three Care of the Patient with Acute and Complex Renal Problems
- Renal Focused Assessment
Week 6: Module Four Care of the Patient with Acute and Complex GI Problems
    Focused GI Assessment Review
    Liver Disorders
    Pancreatitis and Pancreatic Cancer
    Intestinal Obstruction
    Abdominal Trauma

Week 8: Module Five Care for the Patient with Acute and Complex Neurological Problems
    Focused Neurological Assessment Review
    Acute Intracranial Problems
    Cranial nerve Problems
    Acute Spinal Problems

Week 9: Module Six Care for the Patient with Acute and Complex Skin Problems
    Focused Integumentary Assessment
    General Integumentary Problems
    Burns

Week 10: Module Seven Care of the Patient with Cancer
    Care of the Cancer Patient
    Palliative and End of Life Care
    Pain Management

Week 11: Module Eight Introduction to Leadership & Professional Concepts

**GRADING CRITERIA:**
Completion of NURS 4628 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 4628, the student must achieve the following:

1. A combined weighted average of ≥ 75% on exams, including HESI must be achieved to pass this course. **Students who do not achieve a >75% exam average including HESI will receive a D or F for the course based on their exam average. If the exam average is >**
75% , #2 below will apply in calculating the final grade. In calculating the final grade, only the final overall course grade will be rounded.

2. If the exam average is > 75%, the following table will be used to calculate the final grade:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I: 10%</td>
<td></td>
</tr>
<tr>
<td>Exam II: 15%</td>
<td></td>
</tr>
<tr>
<td>Exam III: 20%</td>
<td></td>
</tr>
<tr>
<td>Comprehensive EAQ Quiz: 5%</td>
<td></td>
</tr>
<tr>
<td>Final Exam (Comprehensive Medical Surgical HESI): 25%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assignments: 10%</td>
<td></td>
</tr>
<tr>
<td>EAQ Assignments: 5%</td>
<td></td>
</tr>
<tr>
<td>Sherpath Assignments 5%</td>
<td></td>
</tr>
<tr>
<td>Success Activities: 5%</td>
<td></td>
</tr>
<tr>
<td>Clinical Assignments: all &gt; 75%</td>
<td>P/F</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Success Activities: During the course of the semester, you will be required to create a portfolio of your activities toward success. Some of these will be assigned by the professor and some will be student initiated. Details on this assignment will be provided in class.

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

5. All required clinical assignments with average ≥ 75% and any additional assignments required by faculty.

6. A grade of “S” (Satisfactory) in all critical elements based on outcome objectives noted in the Evaluation Tool for the clinical/simulation portion of the course.

**Grading scale for TAMUCC CONHS**

<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>67-74</td>
</tr>
<tr>
<td>F</td>
<td>0-66</td>
</tr>
</tbody>
</table>

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

- 10 points will be deducted for submissions up to 3 days after the due date.
- A grade of zero will be awarded for any submissions greater than 3 days 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. The reason for the absence will need to supported by documentation.

**Exams will be completed in the scheduled times per the course calendar. No extensions will be granted.** It is up to the student to make prior arrangements to test in this time period. Exams 1-3 are done via Examity and can be done at any time during the posted time period. If you want to take the exam at 3 am then you can if it is scheduled with Examity in the correct manner.

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. If two or more scheduled exams are missed the second exam missed will count as a zero.

**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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** 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. **Refer to the academic calendar for** the last day to drop a class with an automatic grade of “W” this term. **Faculty cannot drop you from a course.**

**Preferred Methods of Scholarly Citations**
Scholarly citations are to be cited using the Publication manual of the American Psychological Association (6th ed.). Resource listed in recommended resources.

**Mary Jeff Bell Library**
There are many resources on the Mary & Jeff Bell Library (http://rattler.tamu.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.tamu.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

**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).

Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! (Wilson, 1985, p. 523)


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)

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

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

**Support Services**
Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.
Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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 Texas A&M University Corpus Christi: TAMUCC College of Nursing and Health Sciences Student Handbook is available online: [http://conhs.tamucc.edu/shb](http://conhs.tamucc.edu/shb)

The handbook and syllabus should be reviewed before signing the receipt form.
The following receipt form must be signed and returned within the first week of classes.

Student Handbook Receipt & Statement of Syllabus Understanding Form

I have reviewed a copy of the College of Nursing and Health Sciences Student Handbook located on the college website and the course syllabus for eLine NURS 4628. I have been provided an opportunity to clarify questions. Receipt form must be signed and submitted to the course faculty. I understand the expectations set forth in the 4628 course syllabus and the CONHS Student Handbook.

________________________________________
Student Name(Print)

________________________________________     ___________
Student Signature                          Date