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

NURS 4284-101 Biobehavioral Population Health Clinical (2 SCH)

Syllabus - Fall 2020

LOCATION AND TIME: Clinical Facilities TBA, Mondays, Fridays and other days as per clinical site request

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          Johanna Dee Evans, MSN, RN, FNP-C
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               IH 336E (Evans-hours: TBA)
               IH 342C (Vela - hours: TBA)

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             361-825-3942 (Vela)

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            Johanna.evans@tamucc.edu
            Norma.vela@tamucc.edu

Email within the course blackboard shell unless otherwise notified

CREDITS: Semester hours (3:9) 90 clinical hours

COURSE DESCRIPTION:

Biobehavioral Population Health Clinical (2 SCH): Students design and provide holistic, evidence-based health promotion, risk reduction, and disease management in selected community settings using an integrated framework of health care delivery. Students collaborate with members of the health care team to plan, implement and evaluate care to promote health, reduce risk and manage care.

Course Purpose Articulated/Audience Defined:

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The purpose of this course is to help accelerated BSN students become competent practitioners and develop skills of a reflective practitioner in order to expand expertise in practice to designated populations.

**PRE-REQUISITES:**
Semester 1 courses and Simulation Laboratory intervention/assessment checkoff. This semester 2 clinical course is taught concurrently with NURS 4281 Biobehavioral Care of Chronic Conditions (2 cr).

**STUDENT LEARNING OUTCOMES:**

a. Implement examples of relevant evidence-based nursing care for health promotion, risk reduction, and disease management in selected community settings using an integrated framework of health care delivery.

b. Design nursing interventions for health promotion, risk reduction, and disease management in selected community settings using an integrated framework of health care delivery.

c. Seek opportunities to acquire and apply new knowledge to practice.

d. Describe principles and issues impacting health care delivery for health promotion, risk reduction, and disease management in selected community settings using an integrated framework of health care delivery.

e. Compare and contrast evidence-based principles for health promotion, risk reduction, and disease management in selected community settings using an integrated framework of health care delivery.

**MAJOR COURSE REQUIREMENTS:**

1. **Participation/Professionalism:** (Pass/Fail)
   Student engagement is essential for baccalaureate learning. Demonstration of behaviors that exemplify expectations of the professional nurse and life-long learning is expected. Verbal participation in clinical debriefings and the Discussion Forum is expected.

**Exemplar / Concept Assignments:** As part of a concept-based curriculum. Course content is guided by course specific concepts. A variety of activities will demonstrate student mastery of essential concepts including but not limited to: writing assignments, group activities, presentations, and demonstrations.

**Reflective Journal:** Throughout this course, students will be reflecting in a journal of ongoing self-evaluation on the learning experiences they are having. These journal entries should allow the student and professor to see the development of the student into a professional nurse. These journal entries are expected to be made bi-weekly throughout the semester. For more information
about this assignment, refer to the Assignments tab in the Blackboard course. (This assignment is congruent with the AACN Essentials for Baccalaureate Education in Nursing which says the BSN graduate should be a reflective practitioner.)

2. Simulation Lab Checklist/Ongoing Document: (Pass/Fail)
   Intervention (skills) completion from semester one and an on-going accrual checklist from semester two skills certificates will need to be completed and passed in the TAMUCC Nursing simulation lab.
   Skills completion from semester one and an on-going accrual of skills document from semester two will need to be submitted to Typhon for proof of skills reviewed, completed, and passed in the TAMUCC Nursing simulation lab.

3. Competency Indicator/Weekly Assignment Building

   a. Competency Indicator: 50%

   Throughout this course, students will follow the clinical competency form and achieve a passing grade for the semester’s clinical experiences. If the student does not pass the clinical competency component of this course, then the student will not pass the course.

   -Student needs to achieve 75% of the level 1 competency indicators and 30% of the level 2 competency indicators by the end of the 2nd semester.

   -Student needs to achieve 100% of the level 1 competency indicators, 75% of the level 2 competency indicators, and 40% of the level 3 competency indicators by the end of the 3rd semester.

   -Student needs to achieve 100% of the level 1 competency indicators, 100% of the level 2 competency indicators, and 80% of the level 3 competency indicators by the end of the 4th semester.

<table>
<thead>
<tr>
<th>Objective Competency Indicator</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Clinical Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level1</td>
<td>95%</td>
<td>85%</td>
<td>75%</td>
<td>&lt;75%</td>
</tr>
<tr>
<td>Level2</td>
<td>60%</td>
<td>45%</td>
<td>30%</td>
<td>&lt;30%</td>
</tr>
<tr>
<td>Level3</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Semester Three</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Level1</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>&lt;100%</td>
</tr>
<tr>
<td>Level2</td>
<td>95%</td>
<td>85%</td>
<td>75%</td>
<td>&lt;75%</td>
</tr>
<tr>
<td>Level3</td>
<td>80%</td>
<td>60%</td>
<td>40%</td>
<td>&lt;40%</td>
</tr>
<tr>
<td>Semester Four</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level1</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>&lt;100%</td>
</tr>
<tr>
<td>Level2</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>&lt;100%</td>
</tr>
<tr>
<td>Level3</td>
<td>100%</td>
<td>90%</td>
<td>80%</td>
<td>&lt;80%</td>
</tr>
</tbody>
</table>
b. Weekly assignments: 50%
Throughout this course, students will choose two weekly clinical competency indicators of your choice consistent with the clinical rotation / experience. Students need to discuss weekly choosing a nursing concept found in the Giddens text and a clinical exemplar that reflects understanding of one’s clinical learning experiences and growth achieved individually and/or with colleagues. In addition, the student is expected to provide an example SBAR note consistent with the clinical indicator and concept chosen for the weekly discussion post. These discussions allow students to share their experiences and provide an opportunity to showcase development of each student into a professional nurse. One initial post and one response post is required per weekly discussion participation.

REQUIRED READINGS:


NOTE: Your [Textbook and Resources List](#) should be used and reviewed as needed in your various clinical experiences.

Additional Resources:

Center for Disease Prevention and Control, Publications and information products, retrieved from [http://www.cdc.gov/nchs/hus/previous.htm](http://www.cdc.gov/nchs/hus/previous.htm)

INSTRUCTIONAL STRATEGIES:

Clinical debriefing and participation
Asynchronous online discussions
Self-study exercises and case studies
Simulation lab checklist/ongoing documentation of skills via Typhon Evaluation Tool
Written assignments

Evaluation (Grading) Criteria:
Evaluation is a mutual on-going process providing the student and faculty with feedback regarding their performance in achieving course objectives.

**COURSE ASSIGNMENTS AND GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Professionalism</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Simulation Lab Checklist/Typhon Evaluation Tool</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Competency Indicator</td>
<td>50%</td>
</tr>
<tr>
<td>Weekly Assignments (SBAR/Concept/Reflection)</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

The grading scale for the College of Nursing and Health Sciences is:

A  90 – 100  
B  83 – 89  
C  75 – 82  
D  67 – 74  
F  below 67

<table>
<thead>
<tr>
<th>Component</th>
<th>Grading</th>
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<tbody>
<tr>
<td>1. Completion of a minimum of 90 clinical hours distributed throughout the semester.</td>
<td>S/U</td>
</tr>
<tr>
<td>2. Faculty and student formative/summative clinical competency evaluation</td>
<td>S/U</td>
</tr>
</tbody>
</table>

To pass this course and progress to the next semester, the student must obtain a grade of at least 75% (C) in EACH theory and clinical sections to successfully pass the course. If one section of the course falls below a 75%, the entire course must be retaken.

**CLINICAL EXPECTATIONS:**

At least ninety (90) hours of clinical experience related to course content are required per clinical course (Primary care: 90 hours and Acute care: 90 hours each= 180 hours for the program’s second semester overall clinical requirement). Additional hours may be assigned at the discretion of the clinical faculty based on student needs. 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 and be flexible to meet the needs of the clinical setting. In order to meet the course requirements and assignments, students should organize their clinical hours/days, so that they span the entire semester. This allows for continuing development of skills and affords clinical faculty ample time to schedule visits and evaluate students during the semester.
**Semester 2 concepts:** health promotion, care coordination, patient education, self-efficacy, nutrition, safety, collaboration, pain, family dynamics, anxiety, psychosis, mood and affect, and cognition.

**Clinical practice prerequisites:** Clinical hours may **NOT** begin until the following requirements are met-

Current information must be updated regularly and on file in Castlebranch Database Software: BLS for Healthcare Providers, TB test results, immunization record, urine drug screen, criminal background check and verification of Texas RN license. A COVID-19 daily checklist will be required to attend clinical. Failure to meet these requirements can prevent the student from starting clinical or satisfactorily completing the course. Your contact for Castlebranch is Marlene.falcon@tamucc.edu

In the unusual circumstance that a student is unable to provide safe and satisfactory care to patients, based on the clinical instructor’s professional judgment, and if this deficit cannot be remedied in the remaining clinical time and (within the limits of available faculty or preceptor supervision), the student may be removed from the clinical setting at any time. This would result in a grade of “F” in the course.

**Professional Clinical Behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

1. At least ninety (90) hours of clinical experience related to course content are required per clinical course. Additional hours may be assigned at the discretion of the clinical faculty based on student needs. 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.
2. Use of concepts from semester 1 and combine with new concepts from semester 2.
3. In the unusual circumstance that a student is unable to provide safe and satisfactory care to patients, based on the clinical instructor’s professional judgment, and if this deficit cannot be remedied in the remaining clinical time and (within the limits of available faculty or preceptor supervision), the student may be removed from the clinical setting at any time. This would result in a grade of “F” in the course.
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 to meet course objectives. Not meeting course objectives will lead to course failure.*

1. **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.

2. Application of material presented in pre-requisite and co-requisite courses to the clinical setting is a minimal expectation.

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, staff nurse, case manager or other responsible party when leaving the floor/unit and when leaving for the day.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, clinical facilities, etc.

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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, thus failing the course. **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.

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
- Incomplete health immunization records
- Expired CPR certification
- Incomplete hospital orientation on Blackboard
- Lack of preparation

**Accumulating two (2) warnings in a 90-hour clinical course can lead to failure of the clinical course.**

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

**POLICIES/PROCEDURES:**

**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

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Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

*Academic Integrity/Plagiarism*

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


*Student Grade Appeals*

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [https://academicaffairs.tamucc.edu/rules_procedures/index.html](https://academicaffairs.tamucc.edu/rules_procedures/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

*Disabilities Accommodations*

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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 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 Disability 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).

Civil Rights Reporting*
Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

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.
Grade Appeals Process

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught or the Office of the Provost.

Support Services

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

Military students

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

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—**Face coverings** (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic
resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

### Syllabus /Course Outline

<table>
<thead>
<tr>
<th>Week in Semester</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge and skills from didactic and lab courses and build competency in the following areas:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>• Care Coordination</td>
</tr>
<tr>
<td>2</td>
<td>• Visual Aids</td>
</tr>
<tr>
<td>3</td>
<td>• Nursing Process (Assessment, Plan, Intervention, Evaluation)</td>
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<tr>
<td>4</td>
<td>• Patient Education</td>
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<tr>
<td>5</td>
<td>• Patient Experience</td>
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<tr>
<td>6</td>
<td>• Disruptive Behavior</td>
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<tr>
<td>7</td>
<td>• Infection Prevention</td>
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<tr>
<td>8</td>
<td>• Glycemic Management</td>
</tr>
<tr>
<td>9</td>
<td>• Support Self-Management</td>
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<tr>
<td>10</td>
<td>• Education and Engagement of Patient and Family</td>
</tr>
<tr>
<td>11</td>
<td>• Population Health Management</td>
</tr>
<tr>
<td>12</td>
<td>• Interprofessional Collaboration</td>
</tr>
<tr>
<td>13</td>
<td>• Improving Health Care Access</td>
</tr>
</tbody>
</table>

**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.

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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.

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

I have reviewed a copy of the College of Nursing and Health Sciences Student Handbook and the course syllabus for NURS 4284. I have been provided an opportunity to clarify questions. I am aware that I may review a copy of any subsequent year handbooks by requesting one at the beginning of the respective college year in the College of Nursing and Health Sciences at the Office of the Associate Dean of Academic Programs. Receipt form must be signed and submitted to clinical faculty. I understand the expectations set forth in the course syllabus and the CONHS Student Handbook.

____________________________
Student Name (Print)

_________________________             __________
Signature of Student       Date

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**Transforming healthcare through education, research, innovation and practice**

08/7/2020