THE UNIVERSITY OF TEXAS AT TYLER
School of Nursing

NURS 3312.060
Health Assessment for Registered Nurses
Syllabus

Spring 2015

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Office hours: Tuesdays 1-4 p.m.
& by Appointment online or by phone
at a time convenient to the student

The content of this syllabus is subject to change at the discretion of the faculty
according to current learning needs

University Policies referenced in Syllabus can be found at:
http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf
# MASTER COURSE SCHEDULE for NURS 3312 Spring 2015

Each course week starts on Mondays at 9:00 am and ends on the following Sunday at 9 p.m. Each week’s unit will open the Friday before the course week begins as a courtesy.

<table>
<thead>
<tr>
<th>Unit &amp; Date</th>
<th>Content &amp; Readings from Textbook</th>
<th>Assignments &amp; Due Date</th>
<th>Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> 1/12- 1/25</td>
<td>Part 1 (1/12-1/18): Cultural Competency, Interview (Jarvis, Chapters 2 &amp; 3)</td>
<td>Submit Electronically Signed Course and Student Guide Affirmation forms and the Social Networking Policy. Complete Critical Thinking Self Assessment Introduce yourself to your classmates using the Introduction Activity under the Discussion Board tab</td>
<td>Unit 1 Quiz (Content on Part 1 and Part 2) Available until 9 p.m. on 1/25</td>
</tr>
<tr>
<td>UT at Tyler Closed MLK Jr. Holiday, 1/19 Enjoy!</td>
<td>Part 2 (1/19-1/25): Evidence Based Assessment and Health History (Jarvis, Chapter 1 &amp; 4)</td>
<td>CENSUS DATE: February 4 is the last day to drop courses for Spring 2015.</td>
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<tr>
<td><strong>Unit 2</strong> 1/26-2/1</td>
<td>Mental Status, Substance Use &amp; Domestic Violence Assessment, (Jarvis, Chapters 5-7)</td>
<td>Find Client for Assignments DB#1 Initial Post on Culture due by 9 PM 2/1</td>
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</tr>
<tr>
<td><strong>Unit 3</strong> 2/2-2/8</td>
<td>Assessment Techniques, General Survey, Measurement, VS, Pain &amp; Nutritional Assessment (Jarvis Chapters 8-11)</td>
<td>Submit Approval Form for Client Selection via link on Assignments Submission tab by 9 PM on Wednesday 2/4</td>
<td>Unit 2/3 Quiz Available until 9 p.m. on 2/8</td>
</tr>
<tr>
<td><strong>Unit 4</strong> 2/9-2/15</td>
<td>Thorax &amp; Lungs (Jarvis Chapter 18)</td>
<td>Make Arrangements to Complete and finish Health History this week Scholarly Responses to DB #1 on Culture due by 9 PM 2/15</td>
<td>Unit 4 Quiz Available until 9 p.m. on 2/15</td>
</tr>
<tr>
<td><strong>Unit 5</strong> 2/16-2/22</td>
<td>End of Life &amp; Spiritual Assessment- Lecture notes</td>
<td>Healthy History due by 9 PM on Wednesday 2/18! Submit through link on Assignments Submission tab DB #2 Assignment Initial Post on Genetics due by 9 PM 2/22</td>
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</tr>
<tr>
<td><strong>Unit 6</strong> 2/23-3/1</td>
<td>Heart, Neck Vessels, Peripheral Vascular &amp; Lymphatic Systems- (Jarvis, Chapters 19 &amp; 20)</td>
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<td>Unit 5/6 Quiz Available until 9 p.m. on 3/1</td>
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<tr>
<td><strong>Unit 7</strong> 3/2-3/8</td>
<td>Abdomen &amp; Musculoskeletal System (Jarvis, Chapters 21 &amp; 22)</td>
<td>Submit Approval Form via Link by 9 PM on Wednesday 3/4 if new client selected for Head to Toe Physical Assessment Scholarly Responses to DB #2 on Genetics due by 9 PM 3/8</td>
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<tr>
<td><strong>SPRING BREAK 3/9 -3/15 Enjoy!</strong></td>
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<tr>
<td><strong>Unit 8</strong> 3/16-3/22</td>
<td>Eyes, Ears, Nose, Mouth, &amp; Throat (Jarvis, Chapters 14, 15, &amp; 16)</td>
<td>Make Arrangements to Complete Head to Toe Submit Approval Form for Case Study Presentation by 9 PM 3/22</td>
<td><strong>Unit 7/8 Quiz</strong> Available until 9 p.m. on 3/22</td>
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<tr>
<td><strong>Unit 9</strong> 3/23-3/29</td>
<td>Neurological System-Ch 23</td>
<td>Head to Toe Physical Assessment Forms due by 9 PM 3/29. Submit typed documentation form via link under Assignments Submission tab</td>
<td><strong>Unit 9/10 Quiz</strong> Available until 9 p.m. on 4/5</td>
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<tr>
<td><strong>Unit 10</strong> 3/30-4/5</td>
<td>Skin, Hair, Nails, Head, Face, Neck &amp; Regional Lymphatics-Ch 12 &amp; 13</td>
<td>Find Evidence Based Practice (EBP) Article for Case Study Presentation Work on PowerPoint Case Study Presentation</td>
<td><strong>Unit 11/12/13 Quiz</strong> Available until 9 p.m. on 4/26</td>
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<tr>
<td><strong>Unit 11</strong> 4/6-4/12</td>
<td>Male GU System, Anus, Rectum, &amp; Prostate-Ch 24, &amp; 25</td>
<td>Submit EBP Article and EBP Article Approval Form by 9 PM Wednesday 4/8 Work on PowerPoint Case Study Presentation</td>
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<tr>
<td><strong>Unit 12</strong> 4/13-4/19</td>
<td>Breasts, Regional Lymphatics, Female GU System, &amp; Pregnancy -Ch 17, 26, &amp; 29</td>
<td>Case Study Presentation due by 9 PM 4/19. Attach PowerPoint under DB and Record Tegrity Presentation on Blackboard under Student Recordings</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 13</strong> 4/20-4/26</td>
<td>Integration of Health Assessment –Ch 27, 28, &amp; 30 Assessment of Children Lecture Notes</td>
<td>Complete Online Evaluations for Faculty and the NURS 3312 for the RN Course. Thank you for your feedback so we can continue to improve the course.</td>
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<tr>
<td>4/27-4/29</td>
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<td>On Discussion Board, Critique 2 peer Case Study Presentations Recorded on Tegrity Due by 9 PM Wednesday 4/29</td>
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Thank you for a Great Semester!
TITLE
NURS 3312: Health Assessment for Registered Nurses (web-based)

SEMESTER CREDIT HOURS
Theory/Laboratory three (3) semester hours

PREREQUISITES
Registered Nurse, Admission to the RN-BSN or RN-MSN Program

COURSE DESCRIPTION
This course focuses on the augmentation of nursing knowledge and skills to perform a comprehensive health assessment of individuals across the lifespan. Students practice health assessment skills in laboratory settings.

COURSE OBJECTIVES
1. Integrate principles from the physical and behavioral sciences in the development of health history and physical assessment skills.
2. Apply evidence based findings to the assessment of adult patients.
3. Demonstrate the use of technology and information systems to facilitate patient assessment.
4. Demonstrate knowledge of regulatory requirements related to patient assessment.
5. Discuss importance of inter/intra-professional collaboration as related to patient assessment.
6. Integrates health promotion and disease prevention in educating patients.
7. Demonstrate professional values and the concept of caring in developing nurse/patient relationship
8. Integrates the skills, knowledge, and attitudes required of the nurse to perform a holistic patient assessment.

REQUIRED TEXTS & MATERIALS
NURS 3312 Syllabus—Spring 2015: Posted in Blackboard.


College of Nursing and Health Sciences. (Current Edition) Guide for baccalaureate students. Tyler, TX: The University of Texas at Tyler. (The Guide can be accessed under the Getting Started tab for the N3312 course online left toolbar.


University Student Handbook: http://www2.uttynel.edu/mopp/

Student Judicial Affairs Process http://www.uttynel.edu/judicialaffairs/
**COURSE GRADING POLICY**

Completion of NURS 3312 is based on the satisfactory attainment of all course criteria. Any student failing to meet the course objectives and expectations must repeat the course and may not progress to the next level.

1. **Students must have a grade average of 75 or higher in order to pass the course. An average of 74.5 to 74.9 will not be rounded to a 75.**

2. **Paper/Assignment Re-grading Policy:** Student assignments will not be re-graded. At the instructor’s discretion, a draft may be written for review.

3. **Assignments**

<table>
<thead>
<tr>
<th>Case Presentation</th>
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<tbody>
<tr>
<td>PowerPoint...2 responses</td>
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<tr>
<td>Tegrity Presentation of Case</td>
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<table>
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<tr>
<th>Skills Practicum Assignments</th>
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<tbody>
<tr>
<td>Health History (15%)</td>
</tr>
<tr>
<td>Head to Toe Physical Assessment (pass/fail)</td>
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<tr>
<td>Documentation of Head to Toe Physical Assessment (10%)</td>
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<tr>
<th>Discussion Board Assignments</th>
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<tbody>
<tr>
<td>DB Introduction Activity assignment – (participation only)</td>
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<tr>
<td>DB #1 Culture and DB #2 questions-each worth (11%)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Quizzes</th>
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<tbody>
<tr>
<td>7 Quizzes (4% each)</td>
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</table>

   **Total** 100%

4. **Letter grades will be assigned according to the following scale:**

<table>
<thead>
<tr>
<th>Letter</th>
<th>% Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 -100</td>
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<tr>
<td>B</td>
<td>80 - 89</td>
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<tr>
<td>C</td>
<td>75 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 74</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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**ACADEMIC INTEGRITY**  Found @ [https://www.uttyler.edu/catalog/12-14/1491.htm](https://www.uttyler.edu/catalog/12-14/1491.htm)

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.

2. Students are advised to review the UTT Academic Dishonesty Policy and Academic Integrity Policy in the current College of Nursing Student Handbook and Academic Integrity Policy for UTT students in the Student Guide. These policies are fully endorsed and enforced by the entire faculty in the College of Nursing.

3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly.
4. The School of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the Regent’s Rules.

**STUDENT DRESS CODE FOR THE UNIVERSITY OF TEXAS, SCHPPL OF NURSING**

1. **General**
   It is the philosophy of the School of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

2. **Professional Presentations, Ceremonies/ Graduation**
   Business or dressy day social: suit, dress, dressy separates, jacket, ties, and nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

3. **Items to be avoided in all School-related Functions** (including but not limited to)
   Overly frayed, worn or soiled garments, costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

4. **Laboratory experience**
   If visiting the clinical areas as part of their course requirements, students should wear lab coat with nametag and UTT school patch with every day business wear. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps etc. Students are to remember that whenever they are visiting a clinical agency or any clinical site, they represent UT Tyler and the College of Nursing and are expected to be professional in appearance and behavior at all times.

**GENERAL COURSE INFORMATION**

1. All submitted written materials (papers and assignments) are the property of the School of Nursing. They are maintained in an archived file at the School of Nursing until graduation.

2. Participation in Blackboard is required. For students who do not have Internet access at home access is available at The University of Texas at Tyler School of Nursing Computer Lab, the University Center in Longview and on the Palestine campus. There are also computers available in other lab sites on the main campus.

3. Students are expected to read assigned content and complete each course assignment including quizzes as outlined in the Master Schedule in the syllabus.

4. Students are responsible for all announcements made on the Blackboard site.

5. Students who require Blackboard assistance should contact the Blackboard Administrator at (903) 566-7357 or E-mail address: itsupport@patriots.uttyler.edu or at the Office in BUS 101 on the Tyler campus at The University of Texas at Tyler.

6. The School of Nursing: Guide for Baccalaureate Students is available on the CON website and under the Getting Started tab on the course Blackboard.

7. The student must electronically sign the Student Guide Affirmation Form and submit via the link provided under the Assignments Submission tab on the course Blackboard.
8. All assignments will be submitted to the appropriate assignment link and/or discussion board. NO assignments will be accepted by email except at the discretion of the instructor.
9. Students are required to use their student Patriot email accounts for all correspondence.
10. **Students are expected to check their university email at least every 2 working days.** Since this is an online course much of the communication from faculty will be through Blackboard and email.
11. **Students should submit Course Number (NURS 3312) along with issue in subject line in any emails to faculty to facilitate responses to student email.** Properly identified student emails are first to be read and receive a response.
12. Faculty will respond to emails and discussion board questions in a timely manner. Contact faculty again if you do not have an answer to your question after two (2) working days.

**DIDACTIC COMPONENT**

1. Each unit contains objectives, reading assignments, a summary presentation of content (student notes pages, video links, or summary lecture content, etc.), Quizzes as scheduled, will be accessed from the Current Quiz tab on the left toolbar of the course Blackboard.
2. Some units contain optional activities such as an open book quiz or crossword puzzle for student review of content (formative learning and remediation), web sites for further information and performance checklists to assist, if needed, in planning and completing specific health assessments. These are not submitted to faculty for grading and will be identified as Optional Learning Assessment.

**DIDACTIC COMPONENT: UNIT QUIZZES**

1. There are 7 quizzes to be taken on Blackboard. Quizzes for respective units will be open during the Unit Week and will require mastery of the Unit content to be successful on the Quiz. Each quiz will be closed on the date and time listed in the Master Schedule (Sundays by 9:00 p.m.).
2. All of the quizzes consist of 20 questions. You have a maximum of 30 minutes to complete each quiz. When you are ready to take a quiz, you will need to find a quiet place with reliable Internet access where you will not be interrupted. You are to take the quiz alone without the use of books, notes, or other reference material. There is not enough time to use outside resources so be sure that you are academically prepared when you take each quiz. Only one question will appear at a time and once submitted you will not be able to retake the quiz.
3. Should you exceed the time limit, you will lose one (1) point for each additional minute that exceeds 30 minutes.
4. Should you have a reason to miss the quiz or should you experience technological difficulties while taking the quiz, it is your responsibility to contact the instructor via e-mail. Sometimes the weather does not cooperate and computers go down. Faculty recognizes this and will adjust time limits as needed. Should you be allowed to make-up the quiz, you will be given a password. If you are locked out while the quiz is open, please notify Dr. Andersen immediately so your Quiz can be reviewed for unlocking it. Dr. Andersen will be checking the quizzes for this problem as well. Please note it is your responsibility to contact the instructor within 24 hours of quiz due date and time if you should either need an extension or should you have technological difficulties. It is also your responsibility to monitor your email for a response.
DIDACTIC COMPONENT: DISCUSSION BOARD ASSIGNMENTS (DB)

1. The purpose of the 2 DB Assignments are to demonstrate your ability to synthesize, critically analyze and apply key concepts from the readings and lecture material.
2. Instructions on how to post a response (called a thread) to the DB Assignment are located under the Student FAQ section of Blackboard.
3. You are expected to monitor the discussions during the selected weeks. The faculty grading will be based upon quality of discussion, substance, relevance, logic and support of argument. You need to show evidence of synthesis of assigned readings, and classroom lectures/discussion.
4. You are expected to post your Initial Post or Scholarly response Post by creating and posting/submitting a DB thread before the deadline indicated on the Master Schedule. You may respond to your classmates’ postings anytime but before the DB Assignment is closed (due date). You will receive more points if you post early (see Grading Criteria).
5. Students are reminded that professionalism is reflected in the quality of their writing so be cognizant of your grammar and spelling.
6. You are expected to use correct APA (6th ed.) formatting for citations and references. An example of a DB postings will be provided on Blackboard. Be sure to review before posting your first graded posting.
7. There are 2 Discussion Board Assignments and one DB Introduction Activity
   a. DB Introduction Activity: Introduce yourself to your classmates
      - This is not graded but participation is expected
      - Talking points are presented under the Discussion Board
   b. DBQ #1 Cultural Assessments:
      - This is graded
      - You will be assigned to a specific culture to explore.
      - Instructions are found under the Discussion Board Link
   c. DBQ #2 Impact of Genetic Testing on the Future of Health Care
      - This is graded
      - Instructions are found under the Discussion Board Link
8. Grading Criteria Rubric: Please review the grading rubric for the discussion boards that are provided on the next page. This is how each of your discussion boards will be graded.
### Grading Criteria Rubric for Discussion Questions

<table>
<thead>
<tr>
<th>Dimension</th>
<th>5- Outstanding</th>
<th>4- Satisfactory</th>
<th>2-Marginal</th>
<th>0- Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness/ Punctuality</td>
<td>Posts initial response at least 48 hours before discussion is due.</td>
<td>Posts initial response 24 hours before discussion is due.</td>
<td>Posts initial response within 24 hours of discussion due.</td>
<td>*See note below</td>
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<tr>
<td>(1 point)</td>
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| Quality of Discussion      | Organized with logical progression of ideas. Provides specific details with clearly described concrete examples. Focuses on topic, is purposeful and reflects insight. | Occasional lack of organization. Poor flow of ideas. Provides some evidence relevant to the topic but support is not well developed. Focused with few loosely related ideas. | Focus is disjointed with loosely related ideas. Cites only examples from personal experiences. Provides little evidence from resources. Does not add substantively to the discussion. | Lacks organization, completeness. Discussion amounts to social conversation with little development of supporting ideas. Incoherent |
| (10 points)                | **10 X__**     |                 |            |                   |

| Quality of responses       | Organized with logical progression of ideas. Refers to specific information is peer’s discussion. Displays sensitivity and respect for other’s opinions. Exhibits positive, supportive attitude toward peers. | Poor flow of ideas. Little information about peer’s discussion. Generally displays sensitivity and respect for classmate’s opinions and posting. Generally exhibits positive, supportive attitude toward peers. | Information about peer’s discussion is not clear. Language could be misinterpreted. Lack of encouraging statements to others. Sometimes exhibits positive, supportive attitude toward peers. | Information about peer’s discussion is destructive criticism. Not useful for improvement. Makes insensitive statements. |
| (5 points)                 | **5 X__**      |                 |            |                   |

| Spelling/grammar           | Zero – four (0-4) errors in grammar, spelling and/or APA format. | Five to ten (5-10) errors in grammar, spelling and/or APA format. | Eleven (11) or more errors in grammar or spelling | *Remember: A five (5) point deduction will be taken for each day the assignment is late |
| (Including responses to    |                |                 |            | Days late ___ X 5 = minus ____ |
| your peers.)               |                |                 |            |                   |
| (4 points)                 | **4 X__**      |                 |            |                   |

**Total Score =**
LABORATORY COMPONENT: A SELF-LEARNING PRACTICE LABORATORY

1. There are three assignments to be completed:
   a. Health History
   b. Head to Toe Physical Assessment with documentation
   c. Case Study PowerPoint Presentation with two peer critiques

2. Client Selection
   a. In order to complete these assignments, a client (volunteer) must be selected. Please submit your client choice through the link for my approval. The same client could be used for each of the assignments.
   b. Requirements for selection of client(s)
      - Your client must have at least one acute or chronic condition/disease. Examples: Diabetes Mellitus Type I or II, COPD, Asthma, Hypertension.
      - There must be a specific medical diagnosis identified. Signs and/or symptoms must be evident so that an assessment of the client’s condition/disease can be made. Problems such as colds, cramps, sinus congestion etc. do not provide enough data to complete the assignments.
      - It is recommended that a family member or friend, not a hospitalized patient, be requested to volunteer for the health history. [You may use a hospitalized patient for your Case Study PowerPoint Presentation.]
      - You must complete the form for approval three weeks prior to the due date of the assignment
      - Attach your completed Approval Form for Client Selection to Assignment Link.
      - If you have any problems obtaining a client, please notify me before the third week of class

3. Health History
   a. Forms under Course Documents
      - Example of a Health History
      - Health History Form to be completed
      - Grading Criteria Rubric (be sure to use as a guide for successful completion of assignment).
   b. Attach your completed Health History to Assignment Link

4. Head-To-Toe Physical Assessment
   a. Forms under Course Documents
      - Evaluator Contract
      - Head-to-Toe Physical Assessment Grading Criteria for Evaluator
      - Documentation Grading Criteria
   b. Responsibilities of the Student: You will:
      - Obtain an Evaluator that is a registered nurse who holds a minimum of BSN, or MSN or PhD in Nursing and has a current RN license. (The evaluator cannot be a family member.)
      - Sign and have the Evaluator sign the Evaluator Contract form.
      - Give the Head-to-Toe Physical Assessment Grading Criteria to the Evaluator.
      - Perform a complete and correct head-to-toe physical assessment on your volunteer client.
• Document your assessment as if you would be charting and give to your evaluator.
• Give your Evaluator a large stamped envelope with my name and my address at the Palestine UT at Tyler Campus.

c. **Responsibilities of the Evaluator:** The Evaluator will

  - Evaluate the student’s head-to-toe physical assessment using the grading criteria.
  - Verify the student’s documentation for completeness. As the University faculty member, I will be responsible for grading the documentation.
  - Share the evaluation on the grading criteria following the assessment with the student but is not obligated.
  - Mail the 3 completed forms to me in the envelope you have provided.
    
    o Head to Toe Assessment Grading Criteria form
    o Documentation form
    o Evaluator Contract
    o See above information on alternatively faxing or emailing information to me.

5. **Case Study PowerPoint Presentation** (You may use a hospitalized patient for the presentation. It is recommended that you carefully review the requirements for the presentation before you collect the data needed.)

a. **Forms under Course Documents**

  - Example of a case study presentation
  - Tutorial for setting up a PowerPoint presentation
  - Instructions for preparing the Case Study
  - Grading Criteria (see sure to use as a guide for successful completion of assignment).
  - Approval Form for Evidenced Based Practice (EBP) Article. You will select an EPB article that is in some ways connected to your case study. You will submit the article and the approval forms via the assignment links.

b. Attach your completed Case Study PowerPoint Presentation under the Discussion Board.

c. Provide a Tegrity Presentation of your Case Study.

d. Submit critiques on two of your peers’ PowerPoint presentations under the Discussion Board discussing:

  1.) What did you learn from the presentation?
  2.) What could the presentation be improved?
  3.) Did you agree with the student’s assessment of the patient’s main health concerns? Why?

**LABORATORY EQUIPMENT CHECKOUT**

Students may use the skills lab on any UTT campus (Tyler, Palestine, or Longview). Call me to set up an appointment. I am available to assist you, as needed. Any assessment equipment checked out from the university must be returned by the last day of class. Failure to return equipment will result in failure of the course.

**COURSE CONTENT**

The Student Learning Outcomes for each course Unit are provided on the NURS 3312.060 Course Blackboard.
UNIVERSITY POLICIES

POLICIES THAT MUST APPEAR IN EACH COURSE SYLLABUS
The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus)
http://www.utttyler.edu/academicaffairs/syllabuspolicies.pdf

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.utttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including
non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.