

NURS 3200 - Strategies for Success

Fall 2024 Syllabus, Section 102, CRN 15306

Instructor Information

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Office: Canseco Hall 313-C

Office Hours:

Wednesday Virtual Office Hours: 10:00 am - 12:00 pm (by appt)

Thursday Office Hours: 10:00 am-11:30 am; 2:30 pm-5:00 pm

Office Phone: 9563263112

Times and Location

T 4:25pm-6:25pm in Academic Innovation Center 220

Course Description

Additional Course Information

Syllabus Subject to Change: While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

TurnItIn Policy: All assignments using TurnItIn will automatically be checked for use of AI and plagiarism. The use of AI is not permitted for this course.

Proctoring: All quizzes and exams will use Respondus lockdown browser. Major exams will be given face to face and proctored following school of nursing testing guidelines.

University policies are subject to change. Please refer to University and CSON Handbook for complete policies.

Program Learning Outcomes

1. Synthesize knowledge from the arts, humanities, sciences, and other disciplines in developing a framework for nursing knowledge and practice.
2. Explore the effect of variations in health status, developmental processes, values, beliefs and attitudes, history, and environment on nursing care needs
3. Use critical thinking, clinical judgement/decision making, problem-solving, and the research process in the development of nursing knowledge and practice.
4. Assess, diagnose, plan, implement, and evaluate evidence-based and culturally-appropriate safe nursing care with patients, families, populations and communities.
5. Evaluate utilization of health promotion strategies in the development of nursing practice.
6. Develop professional nursing practice frameworks and roles, including the provider of patient-centered care, health care team member/ collaborator, leader/manager, educator, scholar, patient-safety advocate, activist, mentor, and entrepreneur.
7. Evaluate the impact of evolving technological, socioeconomic, political and demographic changes on nursing practice and health care systems.
8. Adhere to legal and ethical principles in the development of professional nursing practice.

9. Articulate a commitment to life-long learning.
10. Participate in nursing-and health-related service opportunities.

Student Learning Outcomes

Course Objectives:

Upon successful completion of the course, each student will:

1. Practice time management, reading, and study skills required for success in nursing coursework. (1).
2. Use the nursing process as a guide to apply critical thinking and strategies in making patient centered care decisions. (1,2,3,4).
3. Explain the critical thinking and strategies used when making patient care decisions. (2,3).
4. Utilize effective test taking techniques used in nursing education. (1,3).
5. Identify components of NCLEX style nursing test questions and responses. (1,3).
6. Practice stress reduction and test anxiety reduction techniques. (1).

Important Dates

Visit the Academic Calendar (tamiu.edu) (<https://www.tamiu.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

| Group | Title | Author | ISBN |
|----------|---|--|------|
| Required | Think Like A Nurse: The Caputi Method for Learning Clinical Judgment (2022) | Linda Caputi | |
| Required | Nurse's Pocket Guide: Diagnoses, Prioritized Interventions, and Rationales (15th edition) | Marilynn E. Doenges, Mary Frances Moorhouse, Alice C. Moor | |

Other Course Materials

Nursing curriculum software (Elsevier)

Online educational software (Weaver) will be used to reinforce reading, language, and study skills.

Online software (CanSim)-Unfolding Case Studies

Grading Criteria

To pass any nursing course both a test average and overall course average of 75% or greater is required.

Grade Rounding:

1. All grade assignments and assessments (exams, quizzes, homework, collaboration project, etc.) will be calculated to the hundredth (i.e. 2 decimal points).
2. The final weighted numeric course grade is calculated to two decimal places and rounded mathematically as follows:
 - a. Less than 0.45: Round down to next whole number (i.e. 74.44 would be rounded down to 74 and would be letter grade F)
 - b. 0.45 or greater: Round up to the next whole number (i.e. 74.45 would be rounded up to 75 and would be a letter grade of C)

| GRADE Criteria | PERCENTAGE |
|--|------------|
| Exams Average (Midterm and Final exam) 15% each exam | 30% |

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| Class Attendance and participation (lose 6.6 points for each class day missed; there are no excused absences for this course) | 20% |
| Successful completion of Weaver assignments | 15% |
| Homework assignments, quizzes, and unfolding case studies | 25% |
| Case Study Project | 10% |
| Total | 100% |

In determining the final course grade, the following scale is used in percentage or point value.

| GRADE | PERCENTAGE |
|-------|--------------------|
| A | 90-100 |
| B | 80-89 |
| C | 75-79 |
| F | Grade 74 and below |

Course Structure NURS 3200

Course Participation/Attendance

To be successful students must be “active learners” and participate with in-class activities.

Course attendance is 20% of course grade, there are no excused absences except as outlined under university policy, and students will lose 6.6 points for any day missed. Please see below under “Course Structure” how attendance will be measured for this course.

Course Structure NURS 3200

Assignments and Assessments

Teaching Strategies: Lecture with interactive student participation, assigned readings, practice testing, evolving case studies, Evidence-Based-articles, use of online resources for the purpose of improving critical reading skills. Class room activities to promote critical thinking and clinical decision making skills required in nursing. Guest lecturers to be announced.

Late Work Policy

No late work is accepted in the course, it will result in an automatic zero on the assignment.

Homework:

All homework assignments, unless otherwise specified, are due every Sunday by 11:59 PM on the week that it is assigned. No late work will be accepted and only assignments submitted to the designated drop box in BlackBoard will be accepted and graded. No email of assignments will be accepted. All homework assignments, unless otherwise specified, are individual assignments and not group activities. The grade on homework assignments combined with completion of unfolding case study assignments and weekly quizzes are 25% of your grade.

Weekly Quizzes

Weekly quizzes based on that week’s readings and lectures will be open every Wednesday at 6AM until Sunday at 11:59 PM. Once logged in the quiz will remain open for 20 minutes. Respondus Lockdown browser will be required for to take these quizzes. The quizzes combined with weekly unfolding case studies and homework assignments are 25% of your grade.

Unfolding Case Studies

To re-enforce development of clinical judgment and “thinking like a nurse” unfolding virtual case studies will be assigned throughout the semester. The URL link to the case studies will be provided in the content portion of BlackBoard on the week’s they are assigned. After completion the student is to take a “screen shot” showing the successful completion of the case study in the designated drop box. In addition, following completion of each case study students will be asked to answer two to three reflection questions concerning the case study. After answering these questions turn them in at the same time as the screenshot. All will be due Sunday by 11:59 PM on the week they are assigned. The case studies, combined with weekly quizzes and homework assignments are 25% of your grade. No late work accepted.

Class Participation

Every class period “worksheets” will be distributed. The purpose of these worksheets is to answer questions related to interactive classroom activities. In class activities are designed to will help students develop clinical judgment skills. There will be no grade assigned for these activities as they are part of the active learning process.

Attendance

To be successful in this course students must be “active learners” and participate with in-class activities.

Course attendance is 20% of course grade, there are no excused absences except as outlined by university policy, and students will lose 6.6 points for any day missed.

Only students who come on time and stay through the entire session will be considered present. Therefore, it is important to come on time and stay the entire 2 hours.

To ensure that students get credit for attendance in the first 5 minutes of class students will be provided with a password they can use to open and respond to a one question quiz based on the previous week’s reading. After the first 5 minutes of class the link will close and the student who failed to respond to the question will be marked absent for that class period. It is therefore very important that students get to class on time.

Exams

There will be 2 exams for this course, one of which is the final exam. Please see the course calendar for dates of exams. All exams are given on campus via BlackBoard, proctored, and require respondus lockdown browser. Please review the test taking policy in section XI of the syllabus. To pass a nursing course the student must have both an overall course average and test average of 75 or better.

Clinical Case Study Project

Students enrolled in NURS 3200 will complete a comprehensive clinical case study project. This assignment will be completed in collaboration with the “Basic Skills” course.

Grading Rubric for Case Study Project can be found in the content section of this course in BlackBoard in the folder labeled “Case Study Project.”

Weaver

Weaver Instructional Systems is a computerized method used nationwide in nursing programs to enhance reading comprehension and vocabulary. Students will be sent an email with instructions on how to set up an account in Weaver and access the product. The schedule for weaver assignments and instructions for accessing the software will be provided. It is very important that the assignment benchmark timelines are followed as this is 15% of the course grade. To successfully complete Weaver the student must successfully complete level 12 which corresponds to lesson LMN in reading comprehension and level 9 or letter IA in vocabulary. There is also Medical Terminology module that students may complete if they wish, students who complete the Medical Terminology module will receive 5 bonus points on their final exam.

Please see below for further instructions, timelines and benchmarks:

- Students will be sent an email with instructions on how to set up an account in Weaver. Once the account is established the student should access the product and complete the “Weaver Auto Placement” exam in both reading comprehension and vocabulary by end of week 2 (Sept 8 by 11:59 PM). Completion by the due date will result in students receiving a quiz grade of 100, if the due date is not met this is an automatic zero. Completion of the autoplacement is required to participate in Weaver.
- Take your time completing the auto-placement exams in reading comprehension and vocabulary, the higher your score the fewer assignments you will need to complete in Weaver.
- Once “Auto Placement” has been completed there will be three dates throughout the semester where specified “benchmarks” in Weaver must be met. For each benchmark met the student will be awarded 5% toward the total 15% of the weighted total. Failure to meet a benchmark on the specified due date will result in a zero and loss of 5%.
- Due dates are outlined in the Course Calendar which has been posted in the content area of BlackBoard for this course.

Course Specific Policies

- All homework and all other written assignments must be submitted on the date due, no late work accepted. All work must be typewritten, handwritten assignments will not be accepted and will result in grade of zero for the assignment.
- All work submitted must be in a format that the faculty member can open. If an assignment cannot be opened the faculty will be unable to grade the assignment resulting in a grade of zero for the assignment. If there are questions about which format can be opened in BlackBoard please contact OIT.
- Use of generative artificial intelligence (AI) tools such as ChatGPT are not allowed in this class. Use of this type of writing tool on any graded assignments will result in a grade of zero for the assignment.

Feedback Assignments, homework, quizzes, projects, and Exams

- Feedback on all assignments will be 7-14 working days from the due date of the assignment.

Use of Electronic Devices

- During class use of electronics including laptops, tablets, cell phones or any type of electronic recording device will not be allowed.

Student-Instructor Communication Policy and Response Time

Course Messages/Emails

Turnaround time for faculty response to messages and email is 24-48 hours Monday through Friday 9AM-5 PM. If an email or message is sent to the faculty after 5 PM on Friday, the Instructor will not respond until the following Monday after 9AM. Only email received via TAMIU's Dusty email will be responded to.

UConnect, TAMIU E-Mail, and Dusty Alert

Personal Announcements sent to students through TAMIU's Uconnect Portal, TAMIU E-mail, and Blackboard Course Messages, are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to sign-up for Dusty Alert (see https://www.tamiau.edu/oit/students/dusty_alrt.shtml (https://www.tamiau.edu/oit/students/dusty_alrt.shtml)). Dusty Alert is an instant cell phone text-messaging system allowing the university to communicate immediately with you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit Instructional Technology and Distance Education Services' web page on Netiquette (<http://www.tamiau.edu/distance/students/netiquette.shtml/>) for further instruction.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford the equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact the online at Office of Disability Services for Students (DSS) (<http://www.tamiau.edu/disability/index.shtml/>), or via phone at 956.326.3086, or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit Instructional Technology and Distance Education Services page on University Resources and Support Services (<http://www.tamiau.edu/distance/students/university-resources-and-services.shtml/>).

Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage (<http://www.tamiau.edu/distance/students/technology-requirements.shtml/>) when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: respondent lockdown browser with a webcam for all testing. Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

Additional Software. You will need the following additional software: Microsoft PowerPoint for viewing lesson presentations and Microsoft Word for viewing course files and submitting assignments. All assignments for this course are required to be submitted via word. TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamtu.edu/>. This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite (<https://www.tamtu.edu/oit/students/office365.shtml/>).

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. Visit Media Services' web page on the availability of on-campus computer labs (<https://www.tamtu.edu/distance/mediaservices/index.shtml/>). In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page (<http://www.tamtu.edu/distance/students/elearning-orientation.shtml/>) or by contacting the eLearning team at elearning@tamtu.edu.

Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the Instructional Technology and Distance Education Services' webpage (<http://www.tamtu.edu/distance/students/knowledge-and-skills.shtml/>).

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: Technical Support Services (<http://www.tamtu.edu/distance/technical-support-services.shtml/>).

Web Conferences/Synchronous sessions

This is a totally face to face course, lectures will not be recorded or offered via the web unless a student(s) is unavailable due to participation in an approved TAMIU activity. If students have a special need for lectures to be recorded it will be the student's responsibility to inform the faculty at least 24 hours in advance.

Schedule of Topics and Assignments

| Day | Date | Agenda/Topic | Reading(s) | Due |
|-----|------|--|---|---|
| Tue | 8/27 | Overview of course objectives and syllabus | Chapter 1 and 2 from Textbook: Think Like a Nurse (2022), Caputi. Complete Weaver Auto assessment, assigned readings. No weekly quiz or homework assignment. | Weaver auto assessment of student reading comprehension and vocabulary level completed by Week 2 of semester (September 8 by 11:59 pm), no extensions. Completion of auto assessment counts as a quiz grade |

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| Tue | 9/3 | Weaver Pre Assessment | <p>Weaver Pre Assessment of Student Reading Comprehension and Vocabulary levels are due by end of week 2 (9/8/24 by 11:59 pm).- No extensions</p> | <p>Student Concerns Paper: 2-3 paragraphs describing students concerns about the nursing program (double spaced, 1-2 pages length, APA format)</p> <p>Complete evolving Case Study: Assessing and Interpreting Vital Signs. Turn in screen shot of completed session in designated Blackboard dropbox. See link to access below. Once link is open click on virtual simulation game. https://can-sim.ca/accessjama/Assessing-and-Interpreting-Vital-Signs Complete the following questions related to the case study, this should be included with the screenshot: 1. How is the patient's medical history impacting their current change in vital signs? 2. What can be some of the challenges in taking VS with the geriatric population? Please submit screenshot of the completed virtual simulation, "Interpreting Vital Signs". Include answer to the associated questions.</p> <p>Weaver Pre Assessment of student reading comprehension and vocabulary levels are due by end of Week 2 (09/08/2024 by 11:59pm). No extensions. Counts as a quiz grade.</p> |
| Tue | 9/10 | Test Taking Skills | <p>Chapter 3: Think Like A Nurse (2022), Linda Caputi</p> | <p>Complete practice test questions and submit by Sunday, September 15, 2024 by 11:59 PM (a word document with the questions can be found in Blackboard in the Week 3 folder).</p> <p>Complete evolving case study "Safe Oral Administration", once complete place screen shot of completed session in designated drop box in Blackboard. See link to access below. Once link is open, click on virtual simulation game. Due Sunday, September 25, 2024 at 11:59 PM. Access to the course can be found in the assignment at the following: https://can-sim.ca/accessjama/Safe-Oral-Medication-Administration Complete the following questions related to this case study, this should be included in with the screenshot in the Dropbox. 1. Were safe medication preparation and administration practices adhered to? Explain your answer. 2. What patient education about medication should the nurse include?</p> <p>Weaver: Continue progress with Weaver. Faculty will pull report from Weaver to evaluate student progress.</p> |



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| Tue | 9/17 | Introduction to Nursing Process | Chapter 3: Think Like a Nurse (2022), Linda Caputi | <p>Weekly online quiz, open from 6am Wed 9/18 until 11:59 pm Sun 9/22. Once logged in quiz will remain open for 20 minutes. Completion of evolving case study, "Patient Safety Check", place screen shot of completed session in designated Dropbox in Blackboard. https://can-sim.ca/accessjama/Patient-Safety-Check Complete the following questions related to this case study and submit to the Dropbox. 1. In addition to your routine safety checks, what are some other possible safety issues at the bedside? 2. What interdisciplinary team members are involved in ensuring the physical safety of the client? 3. How do you prioritize patient care when safety is an issue?</p> <p>Weaver Assignment: Continue to work on Weaver, due date to reach level 6/letter F in both reading comprehension and vocabulary 11:59 PM on Sept 29, 2024.</p> <p>If pre-assessment was already at level 6/ letter F or higher the benchmark for those students is to go up at least one letter (if you tested out at level 6 or letter F then you must complete the next letter up which would be G)</p> |
| Tue | 9/24 | Making Meaning of Cues Weaver Benchmark | Chapter 4: Think Like A Nurse (2022), Linda Caputi | <p>Completion of Evolving Case Study, "Pressure Injury in Long Term Care", proof of completion submitted to designated Dropbox in Blackboard. Access to the course can be found in the assignment below or at the following link: https://can-sim.ca/accessjama/Pressure-Injury-In-Long-Term-Care Complete the following questions and submit screenshot. 1. The Braden Scale Risk Assessment was used within the scenario to assess the client's risk for skin breakdown. What placed this client at a high risk of developing a pressure injury? 2. What are 3 interventions that would be effective when a client is at high risk of developing a pressure injury?</p> <p>Weekly quiz opens at Wed, Sept 25 at 6 am until Sun, Sept 29 at 11:59 pm. Once logged in it will be open for 20 minutes. Next week the first exam of the semester will be given. Content will include all information covered in lectures, readings, powerpoints, and homework assignments through chapter 4 of your textbook.</p> <p>Weaver: Benchmark #1 due Sunday, Sept 29, 2024 at 11:59 pm. Work on Weaver assignments. Students must have reached Level 6 or Letter F in reading or vocabulary, if you already this level, you need to go up one more letter. This is 5% of your grade in Weaver.</p> |

Tue 10/1 Exam 1

Exam 1 will include all information covered in lecture, readings, PowerPoints, and homework assignments through Chapter 4 of the Caputi textbook. Please review the CSON Testing policy. Exam location to be announced.

No homework assignment.

Weaver: Continue with Weaver progress, the next benchmark of reading grade 9 or letter I in reading and vocabulary is Sunday, October 20, 2024 at 11:59 PM.

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| Tue 10/8 | Planned Actions and Prioritization | Chapter 5 Think Like A Nurse (2022), Linda Caputi | <p>Weekly Quiz opens 6 am Wed 10/9 until 11:59 pm Sunday 10/13, requires respondus lockdown browser and once logged in will be only be open for 20 minutes. Complete Evolving Case Study, "Post Operative Wound Assessment" by 11:59 pm Sunday 10/13. Access to the course can be found in the assignment below or at the following link: https://can-sim.ca/accessjama/Post-op-Wound-Assessment Complete the following questions and submit with the proof of completion. 1. How might your plan of care change if your patient was homeless? 2. How might your plan of care change if your patient had diabetes?</p> <p>Weaver: Assignments must be completed by Sunday, 10/20 at 11:59 pm. All students should be at grade 9 or letter I in both reading comprehension and vocabulary by this time.</p> |
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| Tue 10/15 | Implementation Actions | Chapter 6: Think Like A Nurse (2022), Linda Caputi | <p>Weekly Quiz opens 6 am Wed 10/16 until 11:59 pm Sunday 10/20, requires Respondus Lockdown Browser and once logged in will only be open for 20 minutes. Complete Evolving Case Study, "Responding to a Medication Error", proof of completion, submitted to designated Dropbox in Blackboard by 10/20 at 11:59 pm. Access to the course can be found in the assignment found at the following: https://can-sim.ca/accessjama/Responding-To-A-Medication-Error Answer the following questions and submit with screenshot. 1. How could this medication error been prevented? 2. What is needed to support reporting of medication errors? (i.e. culture of learning/ safety, no blame, support from colleagues and leadership to identify causes of error and initiate processes to mitigate future risks)</p> <p>Weaver: Assignments must be completed by Sunday 10/20 at 11:59 pm. All students should be at grade 9 or letter I in both reading comprehension and vocabulary by this time.</p> |
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| Tue | 10/22 Evaluation of Patient Outcomes | Chapter 7: Think Like A Nurse (2022), Linda Caputi | <p>Weekly Quiz opens 6 am 10/23 Wed until 11:59 pm Sunday 10/27, requires Respondus Lockdown browser and once logged in will only be open for 20 minutes. Complete evolving case study "Nursing shift to shift report," proof of completion submitted to designate drop box in BlackBoard by March 24th at 11:59 PM. See link to access: https://can-sim.ca/accessjama/Nursing-Shift-To-Shift-Reporting After completion of the viewing the virtual case study answer the following two questions, should be included with screen shot. 1. How does shift to shift report enable the incoming nurse to prioritize care? 2. Why is it important to complete a full assessment after the client has fallen?</p> <p>Weaver • The third and final bench mark in Weaver must be completed by Nov 17 at 11:59 PM all students should be at grade 12 or completed letter LMN in reading comprehension. • If the student had not already completed level 9 or letter IA in vocabulary this is required to receive the final 5% toward the blackboard grade. • If a student fails to meet a specific benchmark on the due date they receive a zero and automatically lose 5% of the total 15% toward their final grade.</p> |
| Tue | 10/29 Legal Issues and Documentation | Handouts and PowerPoints on Legal Issues | <p>Complete evolving case study, Team Collaboration, once complete submit to drop box by Sunday Nov 3 at 11:59 PM</p> <ul style="list-style-type: none">• Access to the course can be found in the assignment below or at the following link: https://can-sim.ca/accessjama/collaboration-and-teamwork. Submit a screen shot showing completion of case study. Answer the following questions and submit with screen shot. 1. Describe at least one barrier to collaboration identified in the case study. 2. Describe the nurse's role in this case study. |



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| Tue | 11/5 | NGN Case Studies and Questions | Three comprehensive case studies in class | <p>Homework: Complete the following 2 evolving case studies and submit by November 10 at 11:59 PM. Complete the evolving case studies and submit proof of completion screen shot, include answers to the assigned questions with submission.</p> <p>Case Study 1: Safe administration of diabetic medication. Access to the course can be found in the assignment below or at the following link: https://can-sim.ca/accessjama/Safe-Diabetic-Medication-Administration/ Questions to complete and include in submission: 1. What were your priorities in responding to this client? 2. What information should be included in the client education? Online evolving case study/simulation assignment Evolving Case Study 2: Conducting a pain assessment. Access to the course can be found in the assignment below or at the following link: https://can-sim.ca/accessjama/Conducting-a-Pain-Assessment Questions to complete and include in submission: 1. What are some non-pharmacological pain management options you could offer the client? 2. Why is important to implement the OPQRSTUV when performing a pain assessment?</p> <p>Weaver: • The third and final benchmark in Weaver must be completed by Nov 17 at 11:59 PM all students should be at grade 12 or completed letter LMN in reading comprehension.</p> |
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| Tue | 11/12 | NGN Case Studies and Questions | Three comprehensive case studies in class | Complete 2 evolving case studies, proof of completion submitted to designate drop box in BlackBoard. See link and associated questions below. Due by November 17 by 11:59 PM Case Study 1: Safe administration of the older adult with urosepsis. Access to the course can be found in the assignment below or at the following link: https://can-sim.ca/accessjama/Care-of-the-Older-Adult-with-Urosepsis/ Questions to complete and include in submission: 1. How can urosepsis be defined? 2. Should restraints have been used in this situation? Case Study 2: Interprofessional Team Meeting. Access to the course can be found in the assignment below or at the following link: http://can-sim.ca/accessjama/ipe-team-mtg Questions to complete and include in submission: 1. How was the client's and/or family's concerns integrated into the plan of care? 2. What was your impression of the communication between different members of the health care team? Weaver: The third and final bench mark in Weaver must be completed by Nov 17 at 11:59 PM all students should be at grade 12 or completed letter LMN in reading comprehension, if the student had not reached grade 9 or letter IA in vocabulary this must be completed at this time |
| Tue | 11/19 | NGN Case Studies and Questions | Three comprehensive case studies in class | Clinical Case Study Project: Due Nov 24 at 11:59 PM in designated drop box. Information and form for assignment can be found in the Nov 21: Last day to drop a course |
| Tue | 11/26 | NGN Case Studies and Questions | Three comprehensive case studies in class | No homework Study for final exam |
| Tue | 12/3 | NGN Case Studies and Questions | Three comprehensive case studies in class | No homework Study for final exam |
| Tue | 12/10 | Final Exam | | Will cover all material covered throughout this semester. Time and place to be determined. |

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMIU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to

give freshmen and sophomore students a “zero” for the assignment and to allow them to revise the assignment up to a grade of “F” (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.

- **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that “it was only a draft” will not be accepted.
- **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
 - **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from

making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml>) (<http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml/>).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml>) (<https://www.tamiau.edu/scce/studenthandbook.shtml/>).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.