



NURS 5332 - Prim Care Adults, Geriatric & Fam

Fall 2026 Syllabus, Section 181, CRN 19275

Instructor Information

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Office Hours:

Tuesdays & Wednesdays 9 a.m. - 12 noon

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Times and Location

Does Not Meet Face-to-Face

Course Description

This course focuses on the theoretical and clinical foundation of advanced practice management of health care problems common to adult and older adults including the frail elderly, individuals and their families. The student will be introduced to the role of nurse practitioner in the primary care management of individuals and families of adult clients. Emphasis is on the application of assessment, wellness and health promotion practices in the comprehensive management and implementation of evidence-based practice in the primary care setting. Population based health disparities and their impact on the health of individuals and families will be explored. Corequisite: NURS 5333. Prerequisites: NURS 5232, NURS 5431
Nursing Department, College of Nursing & Health Sci

Additional Course Information

Content Outline

I. Wellness and anticipatory of the young, middle and older adult including immunizations, wellness including models for behavioral changes i.e., Transtheoretical Model of Change, Health Belief Model and, etc.

II. Management of acute and chronic illnesses of the young, middle and geriatric population and their families.

a. Upper respiratory tract, Ears and Allergies: hearing loss, impacted cerumen, otitis externa, otitis media, rhinitis, epistaxis, sinusitis, pharyngitis/ tonsillitis, oral candidiasis.

b. Lower respiratory tract: acute bronchitis, persistent cough, hemoptysis, community acquired pneumonia, primary lung malignancies, tuberculosis, asthma, chronic obstructive pulmonary disease.

c. Chronic, and/or stable problems of the cardiovascular system: hypertension, dyslipidemia, angina pectoris, myocardial infarction, syncope, murmurs, mitral valve prolapse, atrial fibrillation, peripheral arterial disease, superficial and deep venous thrombosis, venous insufficiency, varicose veins.

d. Genitourinary system: benign prostatic hyperplasia, prostate cancer, erectile dysfunction, prostatitis, epididymitis.

e. Endocrine problems: diabetes mellitus type 1 diabetes mellitus type 2, hypoglycemia, hyperthyroidism, thyroid nodule, Cushing syndrome, adrenal insufficiency/Addison disease, pituitary adenoma, obesity.

f. Musculoskeletal system: osteoarthritis, rheumatoid arthritis, gout, osteomyelitis, malignant bone tumors, low back pain and herniated nucleus pulposus, fibromyalgia.



- g. Anemia: anemia of chronic disease, aplastic anemia, iron deficiency anemia, vitamin B12 deficiency, folic acid deficiency, sickle cell anemia/trait, thalassemia, glucose6- phosphate dehydrogenase (G6PD) deficiency, immune hemolysis, hemochromatosis, polycythemia Vera, leukemia, idiopathic thrombocytopenia purpura. h. Mood disorders: grief/bereavement, depression, bipolar disorder.
- i. Gastrointestinal system: dysphagia, acute abdominal pain, gastro esophageal reflux disease, peptic ulcer disease, irritable bowel syndrome, ulcerative colitis, Crohn disease, cholecystitis, colorectal cancer, acute pancreatitis, diverticulitis/diverticulosis, hemorrhoids, and viral hepatitis.
- j. Infectious Diseases: Lyme's disease, rheumatic fever, pertussis.
- k. Eye problems: blepharitis, hordeolum, chalazion, conjunctivitis, iritis/uveitis/keratitis, glaucoma, cataract, subconjunctival hemorrhage, hyphema, 3 corneal abrasion.
- l. Neurological problems: Headaches (tension, migraine, cluster), brain tumors, trigeminal neuralgia, Bell palsy, stroke, transient ischemic attack, Alzheimer disease and multi-infarct dementia, delirium, Parkinson's disease, multiple sclerosis, vertigo, meningitis, seizures, temporal arteritis.
- m. Dermatologic Problems: contact dermatitis, urticaria, atopic dermatitis, seborrheic dermatitis, acne vulgaris and nodulocystic acne, acne rosacea, hidradenitis suppurativa, pityriasis rosea, fungal infections, candidiasis, cellulitis, impetigo, folliculitis, furuncle, carbuncle, herpes simplex virus, herpes zoster, human papilloma virus/verruca/warts, scabies, pediculosis capitis and pubis, alopecia areata, and psoriasis.

Additional Course Information

In this course, the use of Artificial Intelligence (AI) tools—including but not limited to ChatGPT, Grammarly (GO/PRO) AI, Quillbot, Bard, Copilot, Jasper, or any other text-generating, paraphrasing, or content-creation software—is strictly prohibited in all nursing coursework unless explicitly authorized in writing by the course faculty. Students must complete and submit all academic and clinical coursework using their own independent work, analysis, and writing.

Allowed: Students may use AI for:

- Brainstorming: Idea generation, questions to consider, themes or angles to explore.
- Outlining: Structuring your own paper, presentation, or project (e.g., headings, subheadings, sequence of points).
- Planning tasks: Milestones, timeliness, checklists for your workflow

Not Allowed: Students may not use AI for:

- Writing or generating any portion of an assignment
- Paraphrasing or rewording content
- Summarizing articles or research
- Producing discussion board posts or responses
- Writing care plans, SOAP notes, or clinical documentation
- Creating PowerPoint slides or poster content
- Submitting AI-produced text (even if "heavily edited") as your own
- Producing reference pages

Source Verification Requirement

The use of automated reference or citation generators (e.g., Zotero, MyBib, Citation Machine) is not recommended and highly discouraged/prohibited to be used due to producing incorrect citations. Citations are to be formatted according to the American Psychological Association manual, following the edition specified in the course syllabus.

Students are required to include direct and clearly accessible links to all sources referenced in their written assignments. This requirement encompasses a diverse range of materials, including but not limited to journal articles, peer-reviewed studies, credible websites, and professional reports. The links should be formatted in a way that directs faculty and instructors straight to the original source, allowing for convenient verification of citations. It is essential that students take the time to double-check their links to guarantee that they lead directly to the content cited, thereby enhancing the overall quality and trustworthiness of their work.

Failure to adhere to the above policy will result in the following consequences:

Point Deductions

- Any assignments with broken or non-functional links will receive point deductions, impacting the overall grade as dictated by the lead faculty.

Exclusion of References

- References that cannot be verified due to missing or incorrect links, screenshots, or lack of URLs/DOIs will not be counted toward the assignment's reference requirements.



Reduced Academic Integrity

- Failure to properly format citations and provide verifiable sources may negatively affect the assessment of the student's work and their ability to demonstrate academic rigor.
- Repeated or serious violations of the policy will be referred to the TAMIU Honor Code for formal review. This includes, but is not limited to, submission of unverifiable sources, falsified or fabricated references, persistent use of broken or misleading links, or failure to correct issues after written notice.
- Such referrals may result in institutional sanctions in accordance with university policy, which may include a formal warning, assignment failure, course failure, or additional disciplinary actions as determined by the committee. These measures are implemented to protect the integrity of academic work and uphold professional and ethical standards expected in nursing education.

Program Learning Outcomes

Upon completion of the MSN program, graduates will:

1. Critically analyze, interpret and utilize appropriate knowledge, research and theories to meet the health care needs of diverse client populations across the lifespan.
2. Collaboratively plan the delivery of culturally sensitive health care with organizations and the community.
3. Contribute to the advancement of nursing profession through evidenced-based research and practice.
4. Synthesize the leadership management, negotiating, teaching/coaching and consulting roles to foster continual improvement in order to meet changing societal and environmental needs.
5. Operationalize ethical, legal, political, and economic principles in application to management of healthcare delivery across the lifespan.
6. Advocate for advanced nursing practice through a commitment to lifelong learning and community service.

Student Learning Outcomes

1. Apply theories of aging and development to the role of the family nurse practitioner role within the context of family centered care of aging adults and their families.
2. Cultivate effective communication techniques for engaging clients, families, and other healthcare professionals.
3. Identify appropriate advanced history and physical assessment data, diagnostic tests and screenings needed to develop a differential diagnosis and make an accurate diagnosis.
4. Develop evidenced-based management strategies for addressing health promotion/disease prevention, illness detection for acute and chronic conditions of adults and aging clients.
5. Integrate advanced knowledge, theory, and relevant research findings to the management of primary care adult clients and their families.
6. Apply ethically and cultural competent solutions to complex issues impacting the aging population and their families.

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	Family practice guidelines (7th ed.).	Cash, J. C., Glass, C. A. & Mullen, J. (Eds.).	9780826183668
Required	Current Medical Diagnosis and Treatment (65th ed.).	Papadakis, M., & McPhee, S.	9781266135545
Optional	Fitzpatrick's Color Atlas and Synopsis of Clinical Dermatology (8th ed.).	Wolff, K., Johnson, A., & Saavedra, A.	9781259642197
Optional	Health Promotion Throughout the Life Span (10th ed.).	Edelman, C. L., & Mandle, C. L.	9780443245282



Optional	Publication Manual of the American Psychological Association (7th ed.).	American Psychological Association.
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Other Course Materials

To go to the bookstore, click [here](https://www.bkstr.com/texasaminternationalstore/home) (<https://www.bkstr.com/texasaminternationalstore/home>).

Grading Criteria

1. Students must meet the standards for minimal performance and progression established by Texas A&M International University and the College of Nursing and Health Sciences.
2. Nursing students must achieve a grade of B or higher in both theory and clinical components of a course in order to pass that course and progress in the program. A grade of F in either theory or clinical components will constitute a course failure.
3. Graduate students must maintain a GPA of 3.0 or above to progress and graduate from the MSN program in the CNHS.
4. Read the MSN Grading Policy (<http://www.tamtu.edu/cson/documents/BSNHandbook.pdf>) found in the Graduate Student handbook for additional information on examinations.

GRADE	PERCENTAGE
A	90-100
B	80-89
C	75-79
F	Below 75

Method of Evaluation

ASSESSMENT	PERCENTAGE
EXAMS (3)	60
COMPREHENSIVE FINAL EXAM	20
CASE STUDIES DISCUSSION	10
Assignments/QUIZZES	5
3P Standardized Exam	5
TOTAL Percentage	100

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/24	Disorders of the Eyes & Lids Otolaryngology Disorders Pulmonary Disorders	Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 7, 8, 9 Family Practice Guidelines – 7th Ed. Cash & Glass Chapters 10, 11, 12, 13, 14 1st Class Day	Review & Acknowledgement of Syllabus & Policies -Meet and Greet Discussion APEA Case Study: Jake APEA Case Study: Jerry APEA Case Study: Joe Case study Discussion
8/31	Coronary Artery Disease, Valvular Disease, & Other Key topics in Cardiology Heart Failure & Cardiomyopathy Disorders of Cardiac Rhythm	Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 10, 11, 12 Family Practice Guidelines –Cash & Glass Chapter 15	APEA Case Study: Sam Case study Discussion ATI/APEA 3P Exam September 4th-6th
9/7	Systemic Hypertension Blood Vessel & Lymphatic Disorders Disorders of Hemostasis, Thrombosis, & Antithrombotic Therapy	Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 13, 14, & 16 Family Practice Guidelines – Cash & Glass Chapter 15	APEA Case Study: Bill APEA Case Study: Julie Case study Discussion Quiz #1



9/14		Papadakis, M., & McPhee, S. Current Medical Exam I -9/20/26 6 p.m. Diagnosis and Treatment. Chapters 7-14, & 16 Family Practice Guidelines – Cash & Glass Chapters 10-15	
9/21	Blood Disorders Gastrointestinal Disorders Liver, Biliary Tract, & Pancreas Disorders	Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 15, 17, & 18 Family Practice Guidelines- Cash & Glass Chapters 22 & 16	APEA Case Study: Dominic APEA Case Study: Jude Case study Discussion
9/28	Women's Health Issues Kidney Disease Urologic Disorders	Family Practice Guidelines – Cash & Glass Chapters 20, 25, & 26 Family Practice Guidelines – Cash & Glass Chapters 19 & 17	APEA Case Study: Jay APEA Case Study: Jeffrey APEA Case Study: Julie Case study Discussion
10/5	Disorders of the Pituitary, Thyroid, & Adrenal Glands Disorders of Bone Metabolism & Parathyroid Glands	Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 29 & 30 Hypoglycemia Family Practice Guidelines – Cash & Glass Chapter 25	APEA Case Study: Linda APEA Case Study: Sheila APEA Case Study: Steven Case study Discussion
10/12	Diabetes Mellitus & Hypoglycemia Lipid Disorders	Family Practice Guidelines – Cash & Glass Chapters 25 & 15 Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 32 & 33	APEA Case Study: Helen APEA Case Study: Marsha APEA Case Study: Ken Case study Discussion Quiz #2
10/19		Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 15, 17, 18, 20, 25, 26, 29, 30, 32, 33 Family Practice Guidelines – Cash & Glass Chapters 22, 16, 19, 17, 25, 15	Exam II 10/25/26 at 6 p.m.
10/26	Dermatologic Disorders Rheumatologic, Immunologic, & Allergic Disorders	Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 6 & 23 Family Practice Guidelines – Cash & Glass Chapters 5, 9, & 26	Assignment Case study Discussion
11/2	Nervous System Disorders Psychiatric Disorders	Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 27 & 28 Family Practice Guidelines – Cash & Glass Chapters 24 & 27	Case study Discussion APEA Case Study: Davis APEA Case Study: Denise
11/9	Orthopedic Disorders & Sports Medicine Common Problems in Infectious Diseases & Antimicrobial Therapy	Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 46 & 35 Family Practice Guidelines – Cash & Glass Chapters 8, 23, & 21	APEA Case Study: Alicia APEA Case Study: Anne Case study Discussion ***Saturday & Sunday, November 14th and 15th, Mandatory On-Campus Simulation/ OSCE
11/16	Viral & Rickettsial Infections Bacterial & Chlamydial Infections Spirochetal Infections Protozoal & Helminthic Infections Mycotic Infections	Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 37-41 Family Practice Guidelines – Cash & Glass Chapter 20 Thursday 11/19/26 . Last day to drop a course or withdraw from the University.	APEA Case Study: Frank APEA Case Study: Jack Case study Discussion Quiz #3
11/23		Papadakis, M., & McPhee, S. Current Medical Diagnosis and Treatment. Chapters 6, 23, 27, 28, 35, 37, 38, 39, 40, 41, 46 Family Practice Guidelines – Cash & Glass Chapters 5, 8, 9, 20, 21, 23, 24, 26, 27 Reading day 11/25; Thanksgiving Holidays 11/26-11/28	Exam III 11/29/26 at 6 p.m.



11/30

Tuesday 12/1/26. Last Class Day.

Comprehensive Final Exam Sunday,
December 6th, 2026 6 p.m.

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)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (<https://www.tamtu.edu/handbook/article-04.shtml>)).

TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at Student Handbook (<https://www.tamtu.edu/handbook/index.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 SafeZone (<https://www.tamui.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 Disability Services for Students located in Student Center 124. 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 Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamui.edu, call 956.326.2763, or visit Student Center 124.

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: [Student Handbook \(https://www.tamui.edu/handbook/index.shtml\)](https://www.tamui.edu/handbook/index.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. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamui.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, *Report It*, at <https://www.tamui.edu/reportit> (<https://www.tamui.edu/reportit/index.shtml>).

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 Compliance (Lorissa M. Cortez, lorissam.cortez@tamui.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs 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 LOAs 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*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamui.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissam.cortez@tamui.edu, call 956.326.2857, or visit Killam Library 159.

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, 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@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt (<https://www.tamiu.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.

Distance Education Courses

Online Courses and On-Campus Meetings



Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

Course Structure

Students should approach this course by reading the assigned readings to help clarify lectures, notes and handouts. Blackboard (Bb) will contain notes, PowerPoints, and handouts organized by content. However, the student is responsible for self-direction; awareness of own learning needs, requesting advice from faculty and for demonstrating the achievement of the course requirements. Additional readings maybe assigned, as well.

Final Grade Breakdown

1. Course Exams (60% each)

- There will be three examinations each worth 20% of the final grade. These tests will be taken online at a specific date and time given by professor. The exam questions are multiple choice, or multiple response. You will be expected to choose the BEST answer.

2. Final Examination (20%)

- The Final Exam is comprehensive and will be multiple choice questions related to content covered throughout the course.

3. Case studies discussions (10%)

- Purpose of the assignment:
 - Work collaboratively with peers to develop higher-level thinking skills.
 - Develop the skill of scholarly dialogue.
 - Demonstrate movement toward the achievement of all course objectives.
- A discussion post that demonstrates substance contributes to the learning by doing one or more of the following:
 - Reflection about meaning:
 - Describe thoughtfully what something means or new insights it provides
 - Raise a question as a seed for clarification or further discussion
 - Analysis:
 - Discuss relevant themes, concepts, main ideas, or relationships among ideas
 - Identify hidden fallacies or assumptions in the reasoning.
 - Elaboration:
 - Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant literature
 - Application:
 - Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice
 - Synthesis:
 - Integrate multiple views to provide a summary, a new perspective, or creative refashioning of ideas
 - Evaluation:
 - Assess the accuracy, reasonableness, or quality of ideas.
- Discussion posts will be provided in the assignments for each module. You will be evaluated on your DB participation each week.
 - Post the *Initial Post* on time, which is by Thursday at 11:59 PM.
 - Write a detailed post of at least 250 words.
 - Include evidence from at least two peer-reviewed journal articles. Textbooks, blogs, and general websites are not acceptable scholarly sources. Additional references may include professional organization guidelines/Clinical practice guidelines and government or agency reports.
 - References must be current (within the last 5 years).
 - Use proper APA format for citations and references.
 - Submit by Thursday at 11:59 PM CST.
 - Post *Peer Replies* by Sunday at 11:59 PM.
 - Respond to at least one classmate.
 - Each reply must be at least 150 words and add to the discussion.
 - Simply saying "I agree" is not enough—explain your thoughts and ask a follow-up question.



- Include at least one peer-reviewed journal article to support your response. Textbooks, blogs, and general websites are not acceptable scholarly sources. You may also use professional organization guidelines/Clinical practice guidelines and government or agency reports as references.
- References must be current (within the last 5 years) and in proper APA format.
- Submit replies by Sunday at 11:59 PM CST.
- Your postings should demonstrate:
 - Understanding, thoughtful reflection and creative thinking in regard to major points in the readings and their application to nursing as a discipline and health care delivery.
 - Clarity and thoughtful organization of arguments posted.
 - Timely and substantive contribution to your class mates postings.
- **Timing:** You should begin posting by mid-week. It is very hard for your classmates to respond to last minute responses to the discussion questions. I know the first module is when you are getting into the rhythm of the course and so everyone will do well the first week. We just wanted to restate guidelines for timing of first posting.
- **Length of responses:** Please follow the guidelines for word count for your initial post and peer replies. Synthesize the material and address the key issues succinctly. Cite the evidence from the literature that led you to your ideas. A "*good post*" will include references from the assigned readings, an "*excellent post*" will include additional references. However, if you want to use additional references please refer to them and cite them in your posting rather than merely supplying a link to an article or a website that the reader needs to explore by themselves. These additions are very interesting and provide value to discussions, however, providing some information about what is in the linked article or website will help your

4. Assignments/Quizzes (5%)

- Assignments will reinforce course content, and quizzes will serve as a review for the unit exams.

5. Standardized Exam (5%)

- You will take the ATI/APEA 3P Standardized Exam: 90 questions, 110-minute limit, proctored benchmark tool to evaluate foundational clinical readiness before students advance into direct patient care clinical rotations, pinpointing knowledge deficits as they relate to diagnoses in Pharmacology, Pathophysiology, and Health Assessment.

***Students are required to attend one mandatory on-campus Simulation/Objective Structured Clinical Examination (OSCE) during the semester. This experience allows faculty to directly evaluate students' advanced assessment skills, clinical reasoning, diagnostic decision-making, communication, and patient-management abilities in a standardized, controlled environment. The on-campus experience also provides students with hands-on practice, immediate faculty feedback, and an opportunity to demonstrate mastery of course content and the safe, competent, and professional practice required to progress to the next semester of the program.

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

Course Messages/Emails

Students must check their dusty email account every 24 hours to ensure that they are able to respond to any email communication from the course faculty with 24-48 hours of receiving the email. Emails sent to the course faculty should be emailed to Bb email address and the faculty will respond within 24-48 business hours. If the faculty has not responded within 48 business hours, the student must call or resend the email to the faculty to ensure that they respond within the designated time frame or within the requested time frame. This is considered a professional responsibility.

Assignments and Assessments

Formal paper policy: it is expected that all scholarly papers will be written using APA Format 7th Edition. Please ensure that the final draft is the copy the student plans to submit. If the copy submitted into Bb is found to have plagiarism, the excuse of "it was my rough draft I accidentally submitted," will NOT be a valid reason. The student will receive a "zero" for the assignment and the matter will be forwarded to the University Honor Council and possible sanction or dismissal.

Late assignment policy: Papers must be submitted by 11:59 PM on the due date. Late papers will not be accepted for grading and will be given a score of a 0 (Zero), unless the course faculty grants permission in advance. It is the student's responsibility to request permission to submit a late paper as soon as the student is aware that they will be late in submitting their paper. It is also the responsibility of the student to make sure that the faculty member has received the paper through Bb or Turnitin receipts by the due date and time.

The instructor will review and grade all written assignments and provide feedback within one week following the due date on the assignment.

The instructor will review and grade all forum posts by Thursday following the end of the week's discussion forum deadline, which is Sundays at 11:59 PM CT.



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.tamtu.edu/distance/students/netiquette.shtml>) for further instruction.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation 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 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 accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, 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 the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

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 when using the learning management system (LMS) of the University.

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.

TAMU 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.**

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 TAMU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** 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** or by contacting the eLearning team at elarning@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**.

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**.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Turnitin Policy Or Other Types of Assignments in Other Systems

It is the professor's prerogative to ask students to submit work to one of TAMU's Plagiarism detection tools: Turnitin or Blackboard's SafeAssign.



Proctoring

CSON Policy for Distance Examination:

1. All major exams for the CNHS must be proctored; either with the faculty present or at the testing center. In the case of distance (off campus) testing, the Respondus Lockdown Browser and Monitor or similar product used by the university must be used.
 - a. The Respondus lockdown browser is free, there is a charge for the monitor (student is responsible for costs) and instructions for download can be found at <https://www.tamui.edu/distance/technology/respondus-ldb-and-monitor.shtml>.
 - b. There is a one-time fee of \$15, valid for 12 months (365 days), for all courses or exams (at one institution) that use Respondus Monitor. You will be prompted to make the purchase the first time an exam requires the use of LockDown Browser's webcam feature.
2. Standardized testing
 - a. In the case of standardized exams, such as HESI, the CNHS will follow the guidelines and requirements of the standardized testing organization.
 - b. When using the standardized testing via remote proctoring, the student is responsible for all costs associated with the proctoring process such as Examity or the Respondus monitor.
3. Students who have a computer that does not have a webcam or microphone can contact OIT for assistance.

Process for Testing using Respondus Lockdown Browser with Monitor

1. Prior to giving any exams, the faculty must submit a sample exam with Respondus Lockdown Browser and Monitor. It is suggested that a sample exam/quiz folder be set up in the Content area of the course for this practice exam/quiz.
2. The test date and time must be specified; this includes the date and time the test begins and ends. It is suggested all exams be given during a limited period such as less than a 6-hour window.
3. All final exams, except in online courses, must be given at the date and time specified by the university (i.e. started at exactly 9:00AM and ending exactly 11:50AM. The test must be set up in such a way that at the end of the allotted time the exam will automatically close)
4. The student's tabletop or desk, and under the computer must be covered with a dark solid background. (suggestion is black plastic type table cloth that can be reused)
5. Prior to the exam
 - The student must show their face and TAMIU ID on camera.
 - The webcam must be used to show a 360-degree view of the entire room as well as under the table and chair where the student will be sitting. (The door to the room must be kept closed at all times and any interruption to the exam by opening of the door or someone entering the room will result in an automatic zero on the exam.)
 - Student must use a mirror to show that the monitor screen, laptop, and keyboard are free of any stickers, post it notes, etc.
 - After the student uses their cell phone to sign in it must be powered-off and set it face down on the table where it can be seen by the video camera.
 - No wristwatches or pendants may be worn. No long sleeve shirts or sweaters may be worn. Arms up to elbows must be visible.
 - No caps or hoodies, earphones or ear buds may be worn.
 - Absolutely no talking during the exam either to yourself or to someone else. No music can be played during the exam.
 - Students must not leave the exam or view of camera until the exam is submitted.
 - All tests will require a password that will not be provided until just prior to the exam.
 - All tests will begin and end exactly at the time specified (it will automatically shut down at the end of the testing period).
 - Student failure to follow these guidelines will result in an automatic zero on the exam.

Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

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.