CISCO COLLEGE
Abilene Educational Center
SYLLABUS
FOR
Spring 2015
HPRS 2301 Pathophysiology
(3 Credit Hours)

INSTRUCTOR: Kathryn Whitcomb, DNP, RN, CHSE
OFFICE: Online
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E-mail: kathryn.whitcomb@cisco.edu

OFFICE HOURS: This is an asynchronous online class. You may message me through the course question/answer board. I will make every attempt to answer you within 24 hours. If you need to set up a face to face appointment, please send me an email and we will arrange for a time to meet (Abilene campus only). Please send all course related emails including submission of assignments through Canvas and **not through Cisco website.**

COURSE DESCRIPTION:
Pathophysiology is the study of functional changes associated with diseases and dysfunction, across the life span. This course will examine basic, translational, and clinical research across the lifespan to better understand the role of cell behavior, genetics, epigenetics, nutrition, the microenvironment, etiology, and physical and psychological reactions to diseases and injuries.

COURSE STRUCTURE & CREDITS:
Meeting Time and Location: Online through Canvas. Assignments are due each Friday by 1700 unless otherwise notified. It is **YOUR responsibility** to notify faculty/IT immediately if you have an emergency or technical issues. Please check Canvas calendar for any changes. FINAL EXAM will be due by **1700 May 12, 2015** to ensure final grades are posted on time. No extensions for the Final Exam will be granted.

Office Hours: This is an asynchronous environment; therefore, immediate feedback responses may not always be possible. If you have an emergency, please call the number(s) listed in this syllabus. Identify yourself and leave a brief message and I will get back to you as soon as possible. I will make every effort to respond to emails/postings within 24 hours during weekdays. If I will be out of town or unavailable for more than 24 hours, I will post an announcement in advance in Canvas (except in emergencies).

PREREQUISITES: BIOL 2401; BIOL 2402

TRANSFERABILITY: This course transfers to Texas Tech University Health Sciences Center School of Nursing.

REQUIRED TEXTBOOKS &/OR MATERIALS:
- **Strongly recommended** texts: Access to a Medical Dictionary (such as Taber’s, Mosby’s, Stedman’s, or Miller-Keane’s), Medical Terminology textbook, Human Anatomy and Physiology textbook are strongly encouraged
- Each textbook has a student resources DVD and strongly advise reviewing these resources as well.

LIBRARY RESOURCES:
All library resources are available through Canvas.

PURPOSE AND LEARNING OUTCOMES OF THE COURSE:

Upon completion of the course, students will be able to:

1. Recognize environmental influences, physical, and psychological reactions to diseases and injury.
2. Identify implications of therapeutic interventions.
3. Apply physiological principles to understanding pathophysiological processes within the systems of the human body.
4. Differentiate between physiological functioning and pathophysiological processes in the various systems of the human body.
5. Identify various diagnoses from their clinical manifestations, including the signs and symptoms of specified pathologies in adults.
6. Apply critical thinking and/or clinical reasoning to analyze the presentations of signs and symptoms based on the underlying pathophysiological processes.

COURSE EVALUATION: Six unit tests will be given during the course. A grade will be recorded for each of the six unit tests in order to receive your final course grade. *Retakes of unit tests are not allowed.* There will also be five quizzes during the semester, consisting of approximately 5-10 questions each. The average of the five quizzes and Case Study will count as 10% of total grade. Assignments, Discussion Boards, and Participation throughout the course will be averaged and will count as 20% of total grade. Assignments, Discussion Boards, Case Studies must be written in your own words and all work (initial posts and peer responses must follow APA 6th edition guidelines. The Final Comprehensive Exam counts for 20% of the total grade. Each area for grading will be totaled and weighted as below to provide a final letter grade.

GRADING:

- Quizzes (5)/Case Study (1) 10% of total grade
- Assignments/Discussion Boards/Participation(6) 20% of total grade
- Unit Tests (6) 50% of total grade
- Final Comprehensive Exam: 20% of total grade

GRADING SCALE:

- A = 90 – 100%
- B = 89 – 80%
- C = 79 – 70%
- D = 69 – 60%
- F = < 60%

**A grade of “C” is the minimum grade that is accepted for credit by the Texas Tech University Health Sciences Center School of Nursing.**

ATTENDANCE POLICY: Although this is an asynchronous online class, *attendance and participation is required.* Because this is an asynchronous class with flexible activity time, there should be no reason to miss class. To be counted in attendance, students must log onto Canvas to complete assignments.

SEMESTER SCHEDULE:
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>CHAPTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 01/20</td>
<td>Introduction to Pathophysiology/Pathophysiology and the Role of Genetics – Reading: Chapters 1-6</td>
<td>-Introduction discussion board forum - Read CH 1-6</td>
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<tr>
<td>Week 2 01/26</td>
<td>Continue Reading/Studying Chapters 1-6</td>
<td>QUIZ 1 Assignment #1</td>
</tr>
<tr>
<td>Week 3 02/02</td>
<td>Pathophysiology and Immunity, Inflammation, and Infection Read Chapters 7-11</td>
<td>Exam #1 Chapters 1-14</td>
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<tr>
<td>Week 4 02/09</td>
<td>Pathophysiology and Cancer Read Chapters 12-14</td>
<td>Exam #2 Chapters 15-22</td>
</tr>
<tr>
<td>Week 5 02/16</td>
<td>Pathophysiology and Neurologic System Read Chapter 15-20</td>
<td>QUIZ 2 Assignment #2</td>
</tr>
<tr>
<td>Week 6 02/23</td>
<td>Pathophysiology and the Endocrine System Read Chapter 21-22</td>
<td>Exam #3 Chapters 23-30</td>
</tr>
<tr>
<td>Week 7 03/02</td>
<td>Pathophysiology and the Reproductive System Read Chapters 23 thru 26</td>
<td>QUIZ 3 Assignment #3</td>
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<tr>
<td>Week 8 03/08</td>
<td>SPING BREAK</td>
<td></td>
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<tr>
<td>Week 9 03/16</td>
<td>Pathophysiology and the Hematology Read Chapter 27-30</td>
<td>Exam #3 Chapters 23-30</td>
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<tr>
<td>Week 10 03/23</td>
<td>Pathophysiology and the Cardiovascular and Lymphatic Systems Read Chapters 31-33</td>
<td>QUIZ 4 Assignment #4</td>
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<tr>
<td>Week 11 03/30</td>
<td>Pathophysiology and the Pulmonary System Read Chapters 34-36</td>
<td>Exam # 4 Chapters 31-36</td>
</tr>
<tr>
<td>Week 11 04/06</td>
<td>Pathophysiology and the Renal/Urologic Systems Read Chapters 37-39</td>
<td>QUIZ 5 Assignment #5</td>
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<tr>
<td>Week 12 04/13</td>
<td>Pathophysiology and the Digestive System Read Chapters 40-42</td>
<td>Exam # 5 Chapters 37-39</td>
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<tr>
<td>Week 13 04/20</td>
<td>Pathophysiology and the Musculoskeletal System Read Chapters 43-45</td>
<td>Case Study</td>
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<tr>
<td>Week 14 04/27</td>
<td>Pathophysiology and the Integumentary System; and Pathophysiology and Multisystem/Multi-Organ Failure</td>
<td>Exam # 6 Chapters 40-49</td>
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<tr>
<td>Week 15 05/04</td>
<td>REVIEW WEEK FOR FINAL EXAM Review Week-Your time to prepare and study for final. Blueprint for Final Exam will be posted on Announcement page in Canvas.</td>
<td>NO ASSIGNMENTS</td>
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<tr>
<td>Week 16 05/11</td>
<td>COMPREHENSIVE FINAL EXAM</td>
<td>Due May 12th at 1700.</td>
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ACADEMIC INTEGRITY
It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the
faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

**STUDENT CONDUCT**
Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. Online courses require effective communication skills and professional conduct. College-level course may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content a more detailed list of inappropriate behaviors is found in the current student handbook.

**NETIQUETTE**
Students are expected to be professional in all correspondence via email with all professors at all times. “BOLDING LETTERS, USE OF CAPITALS THROUGHOUT SENTENCES AND USE OF EXCLAMATION MARKS!!!! IS NOT ACCEPTABLE”. This is considered rude and inappropriate behavior and will not be tolerated. Professionalism and maturity are expected qualities for all students planning to enroll in the nursing and all other health related programs.

**CHANGES TO THE SYLLABUS**
The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

**STUDENTS WITH SPECIAL NEEDS**
Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

**SCANS COMPETENCIES:**
The individual SCANS Foundation Skills and Competencies have been identified for each of the course’s theoretical and clinical objectives, as well as for the Exit Competencies.

### SCANS Competencies Identified in HPRS 2301

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
<th>Technology</th>
<th>Basic Skills</th>
<th>Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Manages time by following course schedule.</td>
<td>2.1 Participates as a Member of a Team: Completes in class group activities cooperatively with others.</td>
<td>3.1 Acquires and evaluates information in class and through reading assignments.</td>
<td>5.1 Selects Technology: Utilizes tools and machines including computers and their programs in order to complete assignments effectively.</td>
<td>6.1 Reading: Carefully assimilates materials including all reading assignments and prioritizes and interprets information.</td>
<td>7.1 Creative Thinking: Connects theory with practice and formulates solutions to problems.</td>
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<td></td>
<td></td>
<td>3.3 Uses Computers to Process Information by organizing and communicating course assignments to instructor.</td>
<td></td>
<td>6.2 Writing: Communicates thoughts, ideas and messages</td>
<td>7.2 Decision Making: Considers risks in disease processes and determines</td>
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</tbody>
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Reviewed/Revised 1/09/12; Revised 5/2012, Revised 1/2014, Revised May, 2014, Revised 08/2014ksw
through the completion of written assignments.

6.5 Listening: Student will listen to lectures, and respond utilizing nonverbal and written communication. Student will critically analyze information presented in classroom for clarity and accuracy.

7.3 Problem Solving: Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.

Personal Qualities

8.1 Responsibility: Displays high standards of attendance and punctuality in completing assignments.

8.2 Self Esteem: Leaves course with confidence in the ability to communicate with coworkers.

SCANS COMPETENCIES

SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES

- 1.1 Manages Time: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- 1.2 Manages Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- 1.3 Manages Materials and Facility Resources: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- 1.4 Manages Human Resources: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL

- 2.1 Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- 2.2 Teaches Others: Helps others to learn.
- 2.3 Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations.
- 2.4 Exercises Leadership: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
- 2.5 Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- 2.6 Works with Cultural Diversity: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.
3.0 INFORMATION

- 3.1 Acquires and Evaluates Information: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
- 3.2 Organizes and Maintains Information: Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.
- 3.3 Uses Computers to Process Information: Employs computers to acquire, organize, analyze, and communicate information.

4.0 SYSTEMS

- 4.1 Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them.
- 4.2 Monitors and Corrects Performance: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
- 4.3 Improves and Designs Systems: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY

- 5.1 Selects Technology: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
- 5.2 Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
- 5.3 Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers and other technologies.

SCANS FOUNDATION SKILLS

6.0 BASIC SKILLS

- 6.1 Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications: infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
- 6.2 Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.
- 6.3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
- 6.4 Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.
- 6.5 Listening: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.
• 6.6 **Speaking**: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

7.0 THINKING SKILLS

• **Creative Thinking**: Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

• **Decision Making**: Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

• **Problem Solving**: Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

• **Mental Visualization**: Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

• **Knowing How To Learn**: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

• **Reasoning**: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

8.0 PERSONAL QUALITIES

• **Responsibility**: Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

• **Self-Esteem**: Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

• **Sociability**: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

• **Self-Management**: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

• **Integrity/Honesty**: Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.

EXIT COMPETENCIES:
Upon completion of the course, students will be able to:
1. Distinguish environmental factors, physical, psychological reactions to diseases and conditions.
2. Identify implications of therapeutic interventions.
3. Apply physiological principles to understanding pathophysiological processes within the systems of the human body.
4. Understand the differences between physiological functioning and pathophysiological processes in the various systems of the human body.
5. Analyze the relationships among signs and symptoms and pathophysiological processes of selected illnesses and diseases in adults.
6. Apply critical thinking to analyze presentations of signs and symptoms based on the underlying pathophysiological processes.
CISCO COLLEGE  
Abilene Educational Center  
Abilene, TX

SYLLABUS  
FOR  
RNSG 1209 Introduction to Nursing  
(2 hours credit)

INSTRUCTOR: Kathryn Whitcomb, DNP, RN, CHSE

OFFICE: Online

PHONE: 325-696-0538- office ; 603-718-0899 (emergencies only)

E-MAIL:(e-mail contact for purposes of this course will be through CANVAS).

COURSE DESCRIPTION: An introduction to the health care delivery system and the nursing profession is provided in this course. Concepts in the course include: nursing history, nursing theory, nursing philosophy, legal/ethical issues, professional roles, interdisciplinary roles, professional writing, and scholarship. Definition and comprehension of nursing education and nursing research are also included.

TIME ALLOTMENT: Credit: 2 Semester Hours  
Lecture Hours: 2  Laboratory Hours: 0

PURPOSE AND GOALS OF THE COURSE:

The purpose of this course is to introduce and expand student knowledge with emphasis placed on roles of the professional nurse.

COURSE LEARNING OUTCOMES AND OBJECTIVES:

1. Discuss the relationship between historical and contemporary events and the development of nursing.
2. Discuss the legal principles of the nursing role:
   a. Nursing Practice Act  
   b. Standards for Nursing Practice  
   c. Confidentiality  
   d. Accountability and Responsibility
3. Discuss the role of the nurse as a member of the interprofessional team.
4. Explain the role of professional nursing associations.
5. Discuss the importance of central concepts in nursing:
   a. Nursing Theory
   b. Philosophy in Nursing Education, Research, and Practice
   c. Caring
   d. Holism
6. Discuss ethical issues facing nursing and other health care providers:
   a. Values Clarification
   b. Professional Boundaries
   c. Patient Bill of Rights
   d. Codes of Ethics.
7. Explain the importance of professional writing and scholarship to the role of the nurse.
8. Discuss the role of the nurse as a patient advocate.

**Course Pre-requisites:** None
This course is delivered as an asynchronous online course with no class meetings planned.

**EXIT COMPETENCIES**
1. Knowledge of professional nursing role concepts with nursing applications.
3. Satisfactory grade on exams.
4. Identify concepts for the provision of nursing care.
5. Describe the roles of the professional nurse in the delivery of comprehensive care.
6. Describe the use of a systematic problem-solving process.
7. Utilize critical thinking skills.

**REQUIRED TEXTBOOKS AND MATERIALS**


**COURSE REQUIREMENTS:**

Quizzes: All students must complete the online exams with an average score of 70% or greater to pass the course. Exams will be administered in CANVAS according to the class schedule. Each “week” will begin on Monday and close on Friday at 1700. Exams must completed during the allotted time frame no later than 1200 (12:00pm) Friday on the week scheduled. Weekly assignments (Discussion Boards, Power Point Presentations, Papers) will be due on Friday’s by 1700 (5:00pm). You will need to understand military time as nursing is based on this.

Dates of revision:
New as of 01/04/2014
Revised 08/20/14
Revised 01/16/2015
Exams are located under the Exam/Quiz icon in CANVAS. Exam grades will not be rounded.

Nursing Theory PowerPoint: To introduce students to the concept of nursing theory, each student will create a power point presentation of a nursing theory to demonstrate an understanding of the nurse theorist’s work and professional role, and analyze and apply a nursing theory to the student’s professional goals as a nurse. This presentation need only be 5-10 slides. Introduce your chosen theorist; explain their theory, how it applies to nursing and how you will use this theorists work in your future work. At least one valid, reliable reference using APA format (6th ed) is required to support the information in the PowerPoint.
Due date: February 13, 2015 @ 1700.

Nurse Interview: Choose a registered nurse (RN) to interview for this assignment. If you can identify an RN with a bachelors of science in nursing (BSN) that would be preferable, however an RN with an ADN or diploma would be fine. Do not interview licensed vocational nurses (LVN) as the practice is very different from an RN. Write a two (2) page narrative paper (paragraph format like you are telling a story) with a title page and reference page about your interview. At least one valid, reliable reference using APA format (6th ed) is required to support the information in the interview. The paper must be submitted via CANVAS assignment tool as an attachment no later than the deadline stated in the course schedule. (Ask your subject what made them enter nursing, where they see nursing going, what changes they have experienced personally, how long they want to be a nurse, do they want to advance and gain a further degree, etc). Use open-ended and let your subject talk (and listen). Your papers will unfold from there. Due date: April 3, 2015 @ 1700.

Cultural Competence in Nursing Practice APA paper: This assignment is a two-page paper demonstrating the student’s ability to describe the nursing needs of a culture. The student will interview someone from another culture than their own and describe the medical process for the interviewee. Example: A Spanish speaking patient in an American medical facility. How is the normal process of admission into a facility managed for a patient unfamiliar with health care here. What factors need to be considered when different expectations are viewed? This person should not be in the nursing profession. Do not limit yourself. Think of another culture of lifestyle you would like to learn about and search out someone who would be willing to share their culture with you. This paper must be written using APA format (6th ed.) and have a minimum of two valid and reliable references to support your information.

The focus of the interview is to investigate the following questions:
- How do people of different cultures and lifestyles want to receive healthcare
- What are their perceptions of how people from that culture or lifestyle are treated when receiving healthcare
- How can nurses provide culturally appropriate care for patients from their cultural or lifestyle background

Dates of revision:
New as of 01/04/2014kw; Revised 08/20/14ksw; 01/16/2015ksw
What other information does the interviewee think is important for nurses to know when taking care of people from other cultural or lifestyle backgrounds.

**Due Date:** May 08, 2015 @ 1700

**Discussion Board Posting:** Students will interact with each other and faculty via the discussion board postings. The discussion board forum is an opportunity to discuss current issues related to nursing. The dates for discussion board participation are listed in the class schedule in the syllabus. **All discussions must be supported with valid, reliable resources (minimum of one for each discussion) using APA format (6th ed).** Initial posts are due no later than Wednesday’s at 12300, with substantive peer responses due Friday’s no later than 1700.

**EVALUATION METHODS INCLUDING GRADING**

**Didactic components**

1. Exams (5) – 40%
2. Nursing Theory PowerPoint Presentation – 10%
3. Cultural Competence in Nursing Practice APA Paper – 20%
4. Nurse Interview – 10%
5. **Discussion Board Postings/Participation – 20%**

Late assignments will not be accepted unless arrangements have been made with the course facilitator prior to the assignment due date. Late or missing assignments will be assigned a grade of zero. **There are no assignments for extra credit in this course. Grades for assignments or Exams will not be rounded.** Individual grades will be posted in the Grades tab in CANVAS.

**Grading scale**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 69-78
- F = 68 and below

**Assignment Due Dates and Times**

CANVAS operates on Central Standard Time. All assignment dates and times in the syllabus are based on CST. If the student does not live in the CST zone then the student is

Dates of revision:

New as of 01/04/2014kw; Revised 08/20/14ksw; 01/16/2015ksw
responsible for ensuring assignments are submitted based on the dates and times listed in the course syllabus not local dates and times.

**Course Communication**
The course facilitator will utilize CANVAS for communication with students regarding course matters. Students are expected to check CANVAS daily for course announcements or messages. For your benefit, please confirm any arrangements or important conversations with a follow-up email via CANVAS to the appropriate faculty with 24 hours of the conversation. This serves as documentation that the conversation took place.

**ACADEMIC DISHONESTY**
All student conduct will support academic honesty. Any student who is cheating on an exam or uses the thought or words of others without proper citation will receive a **ZERO** grade and may fail the course. The department goal is that each student complete his or her own work in order to master the subject content and display integrity suitable for the nursing profession.

**Civility in the Online Classroom**
While there are no classroom meetings for this course, students are expected to demonstrate respect and civility towards faculty and other students in an online environment. Students are expected to assist in maintaining a virtual classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain information from the learning environment students are prohibited from engaging in any form of distraction, disrespect, inappropriate language or behavior in online interactions. Inappropriate behavior in the virtual classroom will be dealt with by the course faculty on an individual basis.

**CHANGES TO THE SYLLABUS**
The schedule and procedures in this syllabus are subject to change if deemed appropriate by faculty.

**STUDENTS WITH SPECIAL NEEDS**
Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

**SCANS COMPETENCIES:** Attached

**SEMESTER SCHEDULE:** Available online first day of class.

Dates of revision:
New as of 01/04/2014kw; Revised 08/20/14ksw; 01/16/2015ksw
Institutional Goals
Comprehend various types of written and spoken information.
Use problem solving strategies to address an identified task.
Display an openness to different viewpoints.
Participate as a member of a team.
Use computers to create, modify, retrieve, store, and organize information, and proper editing.
Use the Internet to send or receive information.
Create oral and written works that utilize research, technology, and documentation skills in both familiar and changing situations.
Evaluate the oral and written communication of others.
Communicate information using email, listserves, word processors, and other computer based communication mechanisms.
Interpret other cultures based on a broader world view.
Communicate results to others in desired format.
Contribute to group with ideas, suggestions, and efforts.
Comprehend and create documents such as letters, directions, manuals, reports, graphs and flow charts, use language, style, organization, and format appropriate to the subject matter, purpose and audience.
Select information to be communicated, identify best methods for research, organizations, and delivery; communicate results to others in desired format.
Organize and process symbols, pictures, graphs, objects or other information to visualize actual representation; evaluate qualitative and quantitative data for implementation.
Recognize a problem situation, identify possible reasons for the problem, devise and implement a plan of action to resolve the problem, monitor the progress, revise plans, select and apply problem solving methods.
Discover a rule or principle underlying the relationship between two or more objects, concepts, or principles from a set of objects or a written test.
Work with men and women, and a variety of ethnic, social, and educational backgrounds; compare one’s own culture and that of others, respect the rights of others while helping them make cultural adjustments when necessary.
Understand concerns of members of other ethnic and gender groups.
Understand the processes associated with educational systems; utilize the necessary offices, and/or resources for educational maturation.
Manage time, finances and other resources for educational pursuits effectively.
Pursue a career goal attainment with high level of effort; maintain a positive attitude of self and believes in own self-worth.
Apply and adapt existing and new knowledge and skills, using learning techniques, in both familiar and changing situations.

<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goal</th>
<th>Competency Outcome</th>
<th>SCANS Competency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various</td>
<td>Section 2.2 Use information, and messages in setting Section 6.3 Listen and react appropriately to listeners</td>
<td>Comprehend and create documents such as letters, directions, manuals, reports, graphs and flow charts, use language, style, organization, and format appropriate to the subject matter, purpose and audience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>types of written and</td>
<td>Section 6.2 Use written information in prose and documents, such as manuals, graphs, and schedules with understanding</td>
<td>Manage time, finances and other resources for educational pursuits effectively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>spoken information.</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem solving</td>
<td>Section 2.3 Teach others</td>
<td>Select information to be communicated, identify best methods for research, organizations, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>strategies to address</td>
<td>Section 2.4 Exercise leadership</td>
<td>Organize and process symbols, pictures, graphs, objects or other information to visualize actual representation; evaluate qualitative and quantitative data for implementation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>an identified task.</td>
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</tr>
<tr>
<td>3</td>
<td>Critical Thinking</td>
<td>Evaluate arguments and</td>
<td>Section 3.2 Organize and maintain information</td>
<td>Recognize a problem situation, identify possible reasons for the problem, devise and implement a plan of action to resolve the problem, monitor the progress, revise plans, select and apply problem solving methods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>construct alternative</td>
<td>Section 3.3 Generate new ideas using creative thinking</td>
<td>Discover a rule or principle underlying the relationship between two or more objects, concepts, or principles from a set of objects or a written test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>strategies.</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Computer Literacy</td>
<td>Use computers to create,</td>
<td>Section 3.4 Use computers to create, modify, retrieve, store, and organize information</td>
<td>Work with men and women, and a variety of ethnic, social, and educational backgrounds; compare one’s own culture and that of others, respect the rights of others while helping them make cultural adjustments when necessary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>modify, retrieve, store,</td>
<td>Section 3.5 Use computers to create, modify, retrieve, store, and organize information</td>
<td>Understand concerns of members of other ethnic and gender groups.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and output files.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Cultural Awareness</td>
<td>Interpret other cultures</td>
<td>Section 3.6 Use computers to create, modify, retrieve, store, and organize information</td>
<td>Understand the processes associated with educational systems; utilize the necessary offices, and/or resources for educational maturation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>based on a broader world</td>
<td>Section 3.7 Use computers to create, modify, retrieve, store, and organize information</td>
<td>Manage time, finances and other resources for educational pursuits effectively.</td>
</tr>
<tr>
<td>6</td>
<td>Educational Self Reliance</td>
<td>Value student services</td>
<td>Section 3.8 Use computers to create, modify, retrieve, store, and organize information</td>
<td>Pursue a career goal attainment with high level of effort; maintain a positive attitude of self and believes in own self-worth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>available at college</td>
<td>Section 3.9 Use computers to create, modify, retrieve, store, and organize information</td>
<td>Apply and adapt existing and new knowledge and skills, using learning techniques, in both familiar and changing situations.</td>
</tr>
</tbody>
</table>

Dates of revision:
New as of 01/04/2014; Revised 08/20/14; 01/16/2015ksw
## Course Schedule:

<table>
<thead>
<tr>
<th>Week of</th>
<th>Subject</th>
<th>Chapter</th>
<th>Project/quiz/assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/20/15</td>
<td>Nursing; transformation History</td>
<td>Chaptes 1 &amp; 2</td>
<td>Discussion Board: Introductions Due 01/23/15@1700</td>
</tr>
<tr>
<td>01/26/15</td>
<td>Nursing; the profession</td>
<td>Chapte 3</td>
<td>Discussion Board # 1 Due 01/30/15@1700</td>
</tr>
<tr>
<td>02/02/15</td>
<td>Nursing; Legal aspects</td>
<td>Chapte 4</td>
<td>Examination # 1 Chapters 1-3 Due 02/06/15@1200</td>
</tr>
<tr>
<td>02/09/15</td>
<td>Nursing; Ethics in nursing practice</td>
<td>Chapte 5</td>
<td>Power point due 02/13/15@1700</td>
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<tr>
<td>02/16/15</td>
<td>Nursing; Defining and socialization into professional practice</td>
<td>Chapte 6</td>
<td>Chapters 4-6 Exam # 2 Due 02/20/15@1200</td>
</tr>
<tr>
<td>02/23/15</td>
<td>Nursing; Educating nurses</td>
<td>Chapte 7</td>
<td>Discussion Board # 2 Due 02/27/15@1700</td>
</tr>
<tr>
<td>03/02/15</td>
<td>Nursing; Critical thinking, Nursing process, &amp; Clinical judgment</td>
<td>Chapte 8</td>
<td></td>
</tr>
<tr>
<td>03/09/15</td>
<td>SPRING BREAK!!!!!!!!SPRING BREAK!!!!SPRINGBREAK!!!!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/16/15</td>
<td>Nursing; Communication and collaboration in nursing</td>
<td>Chapte 9</td>
<td>Chapters 7-9 Exam # 3 Due 03/20/15@1200</td>
</tr>
<tr>
<td>03/23/15</td>
<td>Nursing; Illness, culture, and caring: impact on patients, families, and nurses</td>
<td>Chapte 10</td>
<td>Discussion # 3 Due03/27/15@1700</td>
</tr>
<tr>
<td>03/30/15</td>
<td>Nursing; Science of nursing &amp; EBP</td>
<td>Chapte 11</td>
<td>Nurse Interview Paper Due 04/03/15@1700</td>
</tr>
<tr>
<td>04/06/15</td>
<td>Nursing; Conceptual and</td>
<td>Chapte 12</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
<td>Assignment</td>
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</tr>
<tr>
<td>04/13/15</td>
<td>Nursing; Theory</td>
<td>Chapter 13</td>
<td>Chapters 10-13 Exam #4</td>
</tr>
<tr>
<td>04/20/15</td>
<td>Nursing; Health care in the U.S.</td>
<td>Chapter 14</td>
<td>Discussion Board #4</td>
</tr>
<tr>
<td>04/27/15</td>
<td>Nursing; Politics, Nursing; Call for transformation</td>
<td>Chapter 15 &amp; 16</td>
<td>Discussion #5 Chapter 14-16</td>
</tr>
<tr>
<td>05/04/15</td>
<td>Writing an APA paper</td>
<td></td>
<td>APA Paper</td>
</tr>
<tr>
<td>05/11/15</td>
<td>Exam 5</td>
<td></td>
<td>End of Semester</td>
</tr>
</tbody>
</table>

Exam #5
Due 05/13/15 @ 1200

Dates of revision:
New as of 01/04/2014kw; Revised 08/20/14ksw; 01/16/2015ksw
CISCO COLLEGE
Abilene Educational Center
Abilene, TX

SYLLABUS RNSG 2173
Professional Nursing Concepts 3 Spring 2015
(1 Seminar Credit Hour)

INSTRUCTOR: Jennifer Asbury RN, MSN
Marvella Starlin RN, MSN

OFFICE: Ms. Asbury #38
Mrs. Starlin #42

PHONE: Ms. Asbury 325-794-4430
Mrs. Starlin 325-794-4458

E-MAIL: jennifer.asbury@cisco.edu
marvella.starlin@cisco.edu

COURSE DESCRIPTION:
Application of professional nursing concepts and exemplars within the professional nursing roles. Utilizes concepts of clinical judgment, communication, ethical-legal, evidenced-based practice, informatics, patient-centered care, professionalism, safety, and team/collaboration. Incorporates concepts into role development of the professional nurse. This course lends itself to a concept-based approach.

TIME ALLOTMENT: Second Semester Credit: 1 Semester Hours
Lecture Hours: 1 Laboratory Hours: 0

PURPOSE AND GOALS OF THE COURSE
The purpose of this course is to expand the student knowledge with emphasis on roles of the professional nurse with focus/application of professional nursing concepts.

COURSE LEARNING OUTCOMES AND OBJECTIVES:

Upon completion of the course the student will:
1. Discuss the scope of practice in professional nursing roles.
2. Uses clinical reasoning and evidenced-based practice outcomes as the basis for decision-making and safe patient-centered care.
3. Describe the legal-ethical parameters for professional nursing practice as related to selected exemplars.
4. Communicate and manage information using technology to support decision-making to improve patient care and delivery system.
5. Apply principles of leadership/management including delegation.
**COURSE STRUCTURE:**
Activities include instruction online with resources online.

**TOPICAL OUTLINE:**
Professional Nursing and Health Care System Concepts:
- Clinical Judgment
- Ethical-Legal
- Evidenced-Based Practice
- Informatics
- Patient-Centered Care
- Professionalism
- Safety
- Team/Collaboration

All Professional Nursing Concepts are individually significant and/or interrelated. The registered nurse uses clinical judgment based on critical thought and valid clinical reasoning to provide competent and safe patient care in all clinical care settings.

<table>
<thead>
<tr>
<th>PNC RNSG 2173</th>
<th>Exemplar(s) that may be discussed</th>
<th>Example of Interrelated Material for Critical thought and Clinical Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical judgment, interpretation or conclusion about a patient’s needs, concerns, or health problems and/or the decisions to take action, use or modify standard approaches or improvise new ones as deemed appropriate by the patient’s response (G)</td>
<td>Attributes/criteria Holistic view of patient situation Process orientation Reasoning and interpretation Theoretical links Noticing-Interpreting Responding-Reflecting Context to Nursing &amp; Health Care</td>
<td>Exemplars for Clinical Skills Urgent/Emergent Situations Communication: patient, family, community Content and depth of patient teaching: all situations Advocacy Collaboration and coordination of care</td>
</tr>
<tr>
<td>Communication; process of interaction between people where symbols are used to create, exchange and interpret messages about ideas, emotions and mind states (G)</td>
<td>Patient /Family instructions and teaching Conflict management strategies Effective listening Context in nursing/health care Informatics--Reporting – SBAR</td>
<td>Communication Barriers Language Therapeutic communication Listening -Assertive –Patients, peers and healthcare team (Advocacy) Documentation Electronic Medical Record</td>
</tr>
<tr>
<td>Ethical-legal study or examination of morality through a variety of different approaches that concern or deal with laws that have a direct impact on the delivery</td>
<td>Scope of concept Societal ethics Professional ethics Organizational ethics Personal ethics Ethical principles</td>
<td>Clinical Ethics and Bioethics Patients’ Rights Patient safety Genetics Lifespan: all areas birth to death Abuse: all ages</td>
</tr>
</tbody>
</table>
| of health care or on the relationship among those in the business of health care or between providers and recipients of health care (G) | Regulation of Practice  
Informed Consent  
Advanced Directives  
Ethical Decision Making  
Nursing Code of Ethics (Perkins) | Organ Donation  
End of Life  
Organizational Ethics and (Perkins) |
|---|---|---|
| Evidenced-based practice; An integration of the best evidence available, nursing expertise and the values and preferences of the individual’s families and communities who are served (G) | Scope and types of evidence and research  
Evidence and their summaries  
Systematic reviews/meta-analyses  
Practice guidelines  
Attributes/Criteria necessary  
Context to nursing/health care/ Best Practices  
Individual preference  
Nursing care plans based on EBP research  
Benchmarks from research findings to evaluate patient care outcomes (Perkins) | Standards of Medical Care in all patients  
Diabetes (American Diabetic Association)  
Cancer (American Cancer Association)  
Expert Opinion/Commentaries  
Health Care Policies  
Healthy People 2020 (Perkins) |
| Informatics; Interprofessional study of design, development, adoption, and application of health information technology innovations in health care services and delivery, management, and planning (G) | Types of health information technology  
Standardized Information Systems & Technology-Policies  
Privacy and security  
Documentation, Health Information Records, Clinical decision support systems (Perkins) | Systems errors  
HIPAA/ Security  
Nursing informatics  
Clinical Healthcare Informatics (Perkins) |
| Patient-centered care; patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patients preferences, values, and needs. (QSEN-KSA) | Care coordination models  
Social models  
Medically oriented models  
Integrated models  
Attributes (Perkins) | Respect for patients’ preference values and needs. (Perkins) |
<table>
<thead>
<tr>
<th>Professionalism; assimilation of nursing skills and knowledge integrated with dignity and respect for all human beings, incorporating the assumptions and values of the profession while maintaining accountability and self awareness (G)</th>
<th>Professional roles; Attributes/character Collaborative practice Commitment Understanding oneself &amp; others Lifelong learning (continuing education) Professional organizations Standards of practice Licensure (Perkins)</th>
<th>Leadership Clinical Judgment Communication Ethics Licensure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety; minimizes risk of harm to patients and providers through system effectiveness and individual performance (QSEN,G pg. 434)</td>
<td>Culture of safety Attributes/criteria QSEN-Knowledge-Skills-Attitudes</td>
<td>Scope and categories Types of errors Regulatory Systems National Quality Benchmarks</td>
</tr>
<tr>
<td>Team/collaboration; development of partnerships to achieve best possible outcomes that reflect the particular needs of the patient, family and community, requiring an understanding of what others have to offer (including nurse-nurse-interprofessional and interorganizational) (G)</td>
<td>Health Care Organizations and Systems</td>
<td>Clinical Agency Executive Level Governmental Agency or Professional Association</td>
</tr>
</tbody>
</table>

**RNSG 2173 Concept-Based Transition to Professional Nursing Practice**

**Sample of Competency Exploration for This Course**

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Exemplars</th>
<th>Problem based learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical-legal Professional nurse role Patient-centered care</td>
<td>Family and Patient Education Physiological-Psychological processes and consequences Assessment/History/Risk factors <strong>Focus:</strong> Problem solving Short and long term issues/concerns for the patient/family and the professional nurse</td>
<td>Review assigned material for group discussion. Discuss the history and facts in the case study-professional article or assigned material. What information would the ethics committee need to make in order to form a decision in this type of case? Was anything overlooked? What would ethics committee find; The committee’s findings have been made and you do not agree with the findings: Will you stay to care for the patient(s) in question? If</td>
</tr>
</tbody>
</table>
so how will this affect your care of the patient and relationship with the family?
Group Discussion and or Debate Interrelated concepts

EXIT COMPETENCIES
2. Knowledge of professional nursing role concepts with nursing applications.
3. Satisfactory completion of group activities; case study debates.
4. Satisfactory grade on exams.

REQUIRED TEXTBOOKS AND MATERIALS
Masters, K. (2014) *Role Development in Professional Nursing Practice*. Burlington: Jones and Bartlett

RECOMMENDED OPTIONAL MATERIALS AND LIBRARY RESOURCES

COURSE REQUIREMENTS:
1. Attendance at all class sessions.
2. Completion of all learning activities online and in the classroom.
3. Completion of all exams.

EVALUATION METHODS INCLUDING GRADING
1. Satisfactory completion of group activity case studies.
2. Satisfactory completion of exams.

NOTE: Summary of criteria for assignment of letter grade for the course
EVALUATION METHODS INCLUDING GRADING

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board: Assignment #1</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board: Assignment #2</td>
<td>20%</td>
</tr>
<tr>
<td>Test #1 Professional nursing concepts</td>
<td>15%</td>
</tr>
<tr>
<td>Test #2 Professional nursing concepts</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

NOTE: Summary of criteria discussion board group activity assignment

Discussion Board will include 4 planned Group Activities. Students will be required to participate in online activities including group discussion of case studies and/or assigned articles.

<table>
<thead>
<tr>
<th>Discussion board</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 postings per assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Situational assessment</td>
<td>20%</td>
</tr>
<tr>
<td>Content focus</td>
<td>20%</td>
</tr>
<tr>
<td>APA Format used</td>
<td>10%</td>
</tr>
<tr>
<td>Group participation</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion etiquette</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1. Satisfactory completion of group activity; case study/discussion/posting/final presentation.
2. Satisfactory completion of exams
3. Online discussion etiquette requires all participants to treat each other with respect and dignity.

**Grading Scale**

A = 90-100
B = 80-89
C = 75-79
D = 69-74
F = 68 and below

**ATTENDANCE POLICY**

Students are required to participate in all activities, assignments and tests.
POLICY REGARDING MAKE-UPS EXAMINATIONS AND ASSIGNMENTS

1. All examinations and assignments must be completed.
2. If a student is absent for an exam or unable to participate in an assignment, the student must notify the instructor prior to the exam or assignment due date/time.
3. The student must complete the missed exam or assignment according to a schedule determined by the instructor.

ACADEMIC HONESTY/DISHONESTY
All student conduct will support academic honesty. Any student who is cheating on an exam or uses the thought or words of others without proper citation will receive a ZERO grade and may fail the course. The department goal is that each student completes his or her own work in order to master the skills needed to be competitive as a nursing professional.

STUDENT CONDUCT
Adult learning of a profession requires active participation on the part of the student. Students are expected to actively participate in all learning opportunities, including remediation as needed, within this course.

This is an online course. Students are expected to take responsibility in helping to maintain an online environment that is conducive to learning. In order to assure that all students have the opportunity to gain from course participation, students are prohibited from making offensive remarks, presenting inappropriate reading material not related to class, or engaging in any other form of distraction. A detailed list of inappropriate behaviors may be referenced in the current student handbook. Negative behavior toward classmates, patients, health care team members, faculty and staff will not be tolerated. If a student witnesses or is the subject of any of these types of negative behavior, they are to report it to their instructor and/or the Director of the Cisco College ADN program immediately.

CHANGES TO THE SYLLABUS
The schedule and procedures in this syllabus are subject to change as deemed appropriate by the course instructor(s).

STUDENTS WITH SPECIAL NEEDS Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class with appropriate documentation regarding special needs. It is the student’s responsibility to contact the Special Populations Coordinator to obtain the necessary documentation to provide to the instructor.