

SAM HOUSTON STATE UNIVERSITY

College of Health Sciences

School of Nursing

NURS 3530: Nursing Fundamentals

Course description: An introduction to the scope of human needs, utilization of the nursing process as a systematic approach to meeting those needs, and the role of the professional nurse in assisting individuals toward optimal health. Clinical settings are utilized in the application of fundamental concepts, principles of nursing, and communication skills that are employed in providing basic client care.

Semester/Year: Fall 2017

Class meeting times: Didactic: Tuesdays 1200-1450

Class meeting place: Huntsville Room 220; The Woodlands Center: Room 250

Faculty:

TWC Didactic Instructor & Course Coordinator	HV Didactic Instructor
Name: Jaimee Kastler, PhD, RN Office: BTB 215 Office Phone: 936-294-2564 Email: jkastler@shsu.edu Office Hours: also by appointment	Name: Desha Makiya Johnson, PhD, RN Office: TWC 435H Phone: 936-202-5128 Email: dxj016@shsu.edu Office Hours: by appointment

Lab/Clinical meeting times:

Lab hours: AM- (sections 02, 04, 11) 0800-1200; PM- (sections 03, 05, 12, 13) 1300-1700

Clinical hours: AM- 0630-1230 PM- 1200-1800

Lab/ Clinical Instructors	Lab/ Clinical Instructors
Name: Chelsea Arrington, MSN, RN Office: Flex in HV Phone: 662-392-3111 Email: cla054@shsu.edu Office Hours: by appointment	Name: Melissa Vanderstucken, MSN, RN Office: BTB 290A Phone: 936-294-2599 Email: mmv008@shsu.edu Office Hours: by appointment
Name: Jaimee Kastler, PhD, RN Office: BTB 215 Office Phone: 936-294-2564 Email: jkastler@shsu.edu Office Hours: Tu:0900-1300 TWC; by appt	Name: Judy Upshaw, MSN, RN Office: BTB 350C Office Phone: 936-294-2476 Email: jcu002@shsu.edu Office Hours: by appointment

Course Credit: 5 total credit hours; Didactic: 3 credit hours/ Clinical: 2 credit hours

Pre-requisites/Co-requisites: NURS 3320, NURS 3321, NURS 3410

Course Objectives: (Link each to Program Objectives, Texas DECS and AACN BSN Essentials)

Objective/s	Activities/Assignments	Measurement	Standards Alignment (if applicable)
Describe evidence-based practices to promote safety during the delivery of nursing care.	Concept mapping; required reading and lecture; in-class activity; skills practice and return demonstration in lab setting; ATI RN Fundamentals Practice Assessment and Remediation	Patient Safety Quiz; Exam 1; ATI RN Fundamentals 2016 Proctored Exam	Outcome 2; DEC IID & IIIC; AACN Essential II & III
Explain the significance of the nursing process as a problem-solving tool to provide individualized client-centered care.	Concept mapping; required reading; in-class activity; skills practice and return demonstration in lab setting; Davis Edge adaptive learning activities; Davis Plus student resources	Exam 2; Concept Mapping Assignments	Outcome 6; DEC IIA & IIC; AACN Essential IX
Discuss techniques of therapeutic communication as a tool to establish a caring relationship with clients and families.	Role-playing; hospital simulation; required reading and lecture; ATI Case Studies; ATI RN Fundamentals Practice Assessment and Remediation	Exam 1; ATI RN Fundamentals 2016 Proctored Exam	Outcome 4; DEC IID; AACN Essential IX
Describe and demonstrate critical thinking techniques to be used in the performance of psychomotor skills in health care settings.	Practice and return demonstration in lab setting; Davis Edge adaptive learning activities; Davis Plus student resources; ATI Skills Modules	Concept Mapping Assignments; Clinical Evaluation Tool; lab check-offs; Final Exam; ATI RN Fundamentals 2016 Proctored Exam	Outcome 6; DEC IIID; AACN Essential VIII
Demonstrate responsibility for own behavior and growth as an adult learner and a professional.	Set-up daily planner; turn assignments in on-time; come to class prepared; follow Professional Standards of Practice in the clinical setting; seek out faculty assistance as needed	Clinical Evaluation Tool; Participation and Attendance Rubric	Outcome 1,7; DEC IB, ID; AACN Essential VII
Implement concept maps that reflect an understanding of the legal, ethical, and professional	Concept Mapping Practice Assignment; required reading and lecture; ATI RN Fundamentals Practice	Concept Mapping Assignments	Outcome 3; DEC IA; AACN Essential V

responsibilities of the nurse.	Assessment and Remediation		
Assess cultural, spiritual, and bio-psychosocial factors when arriving at nursing concepts and relevant interventions for individual clients.	Required reading and lecture; In-class activities; ATI RN Fundamentals Practice Assessment and Remediation	Final Exam; ATI RN Fundamentals 2016 Proctored Exam	DEC IIB; AACN Essentials I & VIII
Apply theoretical content to the nursing care of the client in a clinical setting.	required reading and lecture; In-class activities; ATI RN Fundamentals Practice Assessment and Remediation	Exam 1, 2, & 3; Swift River Quizzes; Quizzes; ATI RN Fundamentals 2016 Proctored Exam	DEC IIA; AACN Essentials I & IX

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system).

- **Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
- **Learn to apply course material (to improve thinking, problem solving, and decisions)**
- **Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**

Instructional Strategies:

Teaching/learning strategies will include recorded and face-to-face lecture, classroom discussion, Blackboard discussion, Blackboard lesson plans and exercises, multimedia resources, audio visual aids, gaming, group work, role-playing, oral presentations and/or other activities as specified by the course coordinator.

Learning Activities:

Study guide completion, required weekly readings, Davis Edge and Swift River activities, participation in in-class discussions, case scenarios, team-based learning activities, and other activities; demonstration, practice and return demonstration in skills labs, simulation, clinical agency activities; other activities as specified by the course coordinator.

Evaluation Methods: (example)

Scheduled Quizzes(4)	15%
Exams (3)	40%
Swift River Quizzes	15%
Final Exam	20%
Standardized/ATI	5%

In-Class Assignments	5%
Clinical Concept Maps	5%
<u>Patient Databases</u>	<u>5%</u>
Total	100%

School of Nursing Grading Scale:

	Percentage	
A	89.5-100	Passing
B	79.5-89.4	
C	74.5-79.4	
D	69.5-74.4	Not Passing
F	69.4 and below	

Calculation of Course Grade:

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.
- All clinical and classroom assignments must be satisfactorily completed in order to pass the course.
- The quizzes (4 in class: Patient Safety; Oxygenation/ Circulation; Medication Administration; Fluid, Electrolyte, and Acid/Base Balance), three exams (Exam 1, Exam 2, Exam 3), Swift River assignments/ Quizzes, Final Exam, and ATI make up the **weighted exam average**; exam average must be 74.5 (rounds to 75 per policy; 74.499 DOES NOT) to pass the course.
- Failure for exam average or failure in the clinical portion will necessitate repeating the entire course, including clinical or lab.
- All exams and quizzes are timed. Students will be allowed 75 minutes for unit exams and 113 minutes for the final exam. Failure to achieve a passing grade (>74.5%) on any quiz or exam will require the student to complete remediation through Davis Edge adaptive quizzing per faculty discretion.
- Lab skills tests (check-offs) must be successfully passed before students can attend clinical. Failure to pass the skills tests will result in a failure in lab/clinical and failure in the course. The first attempt will be via student-submitted recording of skill. Second attempt will be face-to-face demonstration of the skill.
- Lab skills test recording must be UNEDITED and recorded from beginning of skill to end WITHOUT breaks in the recording. If faculty notice editing, breaks, or cannot view the skill, the skill will receive a failing grade and the student will be allowed one more attempt, face-to-face.
- The clinical/lab position is graded as pass or fail. Certain assignments may be numerically graded and included in the course grade, as described in the didactic portion of the syllabus for this course.
- During each semester with clinical practice opportunities, students must take and pass a level-adjusted drug dosage and calculation test per Sam Houston State University School of Nursing

Student Handbook Dosages and Calculations Competency Policy. Please see the policy for further information about the test. For the J1 semester, the dosage and calculations exams are proctored and given in a classroom setting, but any student who fails both attempts of the level exam must withdraw from NURS 3320, NURS 3321, NURS 3410, and NURS 3530.

- Each standardized test will count as 5% (for Juniors) or 10% (for Seniors) of entire final grade.

First Alert Program

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center. Additional information on the First Alert Program can be accessed from <http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

Required Text(s):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. (ISBN: 978-1-4338-0561-5)

Myers, E. (2010). *RNotes: Nurse's clinical pocket guide* (3rd ed.). Philadelphia, PA: F. A. Davis Company. (ISBN: 9780803623132)

Pagana, K.D. & Pagana, T.J. (2013). *Mosby's manual of diagnostic and laboratory tests* (5th ed.). St. Louis, MO: Mosby. (ISBN: 978-0-323-08949-4)

Wilkinson, J.M., Treas, L.S., & Barnett, K. (2015). *Fundamentals of Nursing (Two Volume Set)* (3rd ed.). F.A. Davis. (ISBN: 9780803640771)

F.A. Davis, (2013). *Davis edge fundamentals – Access Card* (14th ed.). Philadelphia, PA: F.A. Davis. (ISBN: 9780803640238)

Optional Text(s):

Trueman, M.S. (2014). *Case studies in nursing fundamentals* (1st ed.). Philadelphia, PA: F.A. Davis Company. (ISBN: 9780803629233)

Ogden, S. J. & Fluharty, L.K. (2016). *Calculation of drug dosages: A work text* (10th ed.). St. Louis: MO.: Elsevier. (ISBN: 9780323310697)

Course Calendar with Content Outline:

IMPORTANT: During lab activities and exams/quizzes, students will be required to store their belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.

Didactic Calendar

Date	Topics	Readings	Assignment
8/23	Syllabus, Assignments, & Calendar Review	Syllabus	Sign Syllabus Acknowledgement
8/29	Evolution of Nursing Thought & Action; Communication & Therapeutic Relationships	Wilkinson Ch 1 & 21	
9/5	Documenting & Reporting; Promoting Asepsis & Preventing Infection; Promoting Safety	Wilkinson Ch 18, 23 & 24	
9/12	Facilitating Hygiene; Nutrition	Wilkinson Ch 25 & 27	Patient Safety Quiz
9/19	Physical Activity & Mobility	Wilkinson Ch 32	Exam #1 (Chaps. 1, 18, 21, 23, 24, 25, 27)
9/26	Experiencing Health & Illness; Stress & Adaptation; Psychosocial Health & Illness	Wilkinson Ch 11, 12, 13	
10/3	Oxygenation/ Circulation	Wilkinson Ch 36 & 37	
10/10	Nursing Process- Outcomes, Interventions, Implementation, and Evaluation; Concept Mapping	Wilkinson Ch 5, 6, 7 Concept Mapping PP	Oxygenation/ Circulation Quiz <i>ATI Practice Test A due by 10/16 at 2300</i> Concept Mapping Class Activity due by 10/16 at 2300
10/17	Skin Integrity & Wound Healing	Wilkinson Ch 35	<i>ATI Practice Test A Remediation due by 10/23 at 2300</i>
10/24	Administering Medications; Dosage Calculations	Wilkinson Ch 26 Ch 7-12	Exam #2 (Chaps. 11, 12, 13, 32, 35, 36, 37) <i>ATI Practice Test B due by 10/30 at 2300</i> Swift River Quiz due by 10/30 at 2300
10/31	Life Span: Infancy through Middle Adulthood; Life Span: Older Adults; The Family	Wilkinson Ch 9, 10, 14	Dosage Calculations Quiz (on ATI) <i>ATI Practice Test B Remediation due by 11/06 at 2300</i>
11/7	Fluid, Electrolyte, and Acid-Base Balance	Wilkinson Ch 38	ATI Fundamentals Proctored Exam
11/14	Sensation, Perception, & Cognition; Pain	Wilkinson Ch 30 & 31	Exam #3 (Chaps. 5, 6, 7, 9, 10, 14, 26, 35, 38)
11/21	Urinary Elimination; Bowel Elimination; Rest and Sleep	Wilkinson Ch 28, 29, & 34	Acid/Base Balance Quiz <i>ATI transcript and Proctored Remediation due 11/20 by 2300</i>
11/28	Culture & Ethnicity; Spirituality; Loss, Grief, and Dying	Wilkinson 15, 16 & 17	ATI Fundamentals Proctored Exam Re-Take
12/5	Comprehensive Final Exam Time: TBA		Final Exam

Lab/ Clinical Calendar

Date	Lab Content	Required Lab Supplies	Assignment
Wk of 8/23	NO LAB		<p>ATI Tutorials & Skills Modules:</p> <p><i>Infection Control; Ambulation, Transferring and Range of Motion- Complete by 08/27 at 2300</i></p> <p>EHR Introduction Activity due by 08/27 at 2300</p> <p>Wilkinson skills 23-1, 23-2, 23-3 & 32 skills</p>
8/28	Hand Hygiene/ Personal Protective Equipment/ Body Mechanics/ Mobility Skills (1 & 2 person transfers, positioning, log-rolling, pulling pt up in bed, active/ passive ROM, restraints); Ambulation	PPE	<p>ATI Tutorials & Skills Modules:</p> <p><i>Personal Hygiene; Wound Care- Complete - Complete by 09/10 at 2300</i></p> <p>Wilkinson skills all of Ch 25 & 35</p>
9/11	Bed Baths, Bed Making (Occupied and unoccupied); Oral Hygiene Skills, Dressing Change (moist to dry and dry); wound culture collection; suture/ staple removal Skill Test #1: Hand Hygiene, PPE, and Mobility Video Due by 9/17 at 2300	2 towels, 3 wash cloths, lotion, brush/ comb, toothbrush/ toothpaste, small towel, dressing supplies	<p>ATI Tutorials & Skills Modules:</p> <p><i>Nutrition, Feeding and Eating, NG tube, Enteral Tube Feeding, Enemas, Specimen Collection, Ostomy Care - Complete by 09/17 at 2300</i></p> <p>Wilkinson skills 28-1, 28-2, Ch 27 & 29</p> <p>1 Hour Open Lab</p>
9/18	Nutrition- assisting w feeding, NG feeding (continuous and bolus) NG insertion and removal; Elimination (urinal, bedpan, BSC) Enemas, Ostomy care; collecting clean catch urine specimen, collecting stool specimen	Applesauce, pudding, or jello and spoon; Ostomy appliance	<p>ATI Tutorials & Skills Modules:</p> <p><i>Open gloving technique in Surgical Asepsis Module; Oxygen Therapy, Airway Management- Complete by 09/24 at 2300</i></p> <p>Wilkinson skills 36-1, 36-2, 36-3, 36-4, 36-6, 36-8, 36-9</p> <p>1 Hour Open Lab Time</p>
9/25	Oxygenation Equipment, Pulse Oximetry; suctioning (oral, nasal, and trach); chest physiotherapy; C&DB; IS; sputum collection; sterile gloving	Sterile gloves	<p>ATI Tutorials & Skills Modules:</p> <p><i>IV therapy; Urinary Catheter Care- Complete by 10/01 at 2300</i></p> <p>Wilkinson skills 28-4, 28-5, 28-6, 28-7, 38-5, 38-7</p> <p>1 Hour Open Lab Time</p>
10/2	Foley Catheters, sterile urine specimen collection; IV site	Bring Pyxis Training	<p>ATI Tutorials & Skills Modules:</p>

	assessment, discontinuing IVs, Central line dressing change, Pyxis Access	certificate; foley catheter kit; central line dressing change kit	<i>Medication Administration 1, 2, 3; Diabetic Management (types of insulin, insulin administration, mixing insulin)- Complete by 10/08 at 2300</i> Wilkinson skills 26-1 through 26-14 1 Hour Open Lab Time
10/9	Medication Administration, SIM practice Skills #2 Test - Sterile Technique Video Due by 10/15	All medications (vials, ampules, syringes, sterile water/ NS, etc); injection pads; stethoscopes	ATI Tutorials & Skills Modules: <i>Point of Care Testing, Diabetic Management (technique for measuring glucose, interpretation of blood glucose levels)- Complete by 10/15 at 2300</i> Wilkinson skills 27-1 Swift River Medication Administration Assignment Due by 10/15 at 2300
10/16	Clinical Orientation/ Clinical Assignment Expectations		ATI Tutorials & Skills Modules: <i>HIPAA; Healthcare Fraud, Waste, and Abuse Prevention- Complete by 10/22 at 2300</i>
10/23	Hospital Simulation		Patient Database
10/30	Assigned Clinical Sites		Self-Reflection Journal; Scavenger Hunts
11/6	Assigned Clinical Sites		Patient Database; Concept Map; Self-Reflection Journal
11/13	Assigned Clinical Sites		Patient Database; Concept Map; Self-Reflection Journal
11/20	Assigned Clinical Sites		Patient Database; Concept Map; Self-Reflection Journal
11/27	Assigned Clinical Sites		Self-Reflection Journal

**** Patient Database forms and Concept Maps are due two days after the clinical day at 2300 (11pm). Late work will have a 10% per day deduction in points per instructor discretion****

ATI Testing

Practice assessments/activities due prior to First Proctored Assessment	
4 pts. Total if all activities are completed	
Complete Practice Assessment A (1 pt.) Remediation: (1 pt.) ATI Focused Review when available For each topic missed, complete remediation per faculty instructions.	Complete Practice Assessment B (1 pt.) Remediation: (1 pt.) ATI Focused Review For each topic missed, complete remediation per faculty instructions.
Each activity = 1 point: first practice test, remediation, second practice test, remediation. If there is only one practice exam the points will be doubled so they still equal a total of 4 points if all activities are completed.	

First Proctored Assessment			
Level 3 (4 pts.)	Level 2 (3 pts.)	Level 1 (1 pt.)	Below Level 1 (0 pts.)
Remediation (2 pts.) <ul style="list-style-type: none"> For each topic missed, complete remediation per faculty instructions. 	Remediation (2 pts.) <ul style="list-style-type: none"> For each topic missed, complete remediation per faculty instructions. 	Remediation (2 pts.) <ul style="list-style-type: none"> For each topic missed, complete remediation per faculty instructions. 	Remediation (2 pts.) <ul style="list-style-type: none"> For each topic missed, complete remediation per faculty instructions.
Proctored Assessment Retake *			
Retake optional	Retake required	Retake required	Retake required
Total Points = 10/10	Total Points = 9/10	Total Points = 7-8*/10	Total Points = 6-7*/10

*Students with Level 0/ 1 who score Level 2 or higher on proctored retake receive 1 additional pt.

Note: For course grade, 10/10 pts.=100 for ATI; 9/10 pts. = 90; 8/10 pts.=80; 7/10 pts.=70; 6/10 pts.=60. The student must complete remediation on the FIRST attempt of the assigned practice assessment. Rationales can be turned off and turned on after the completion due date at the discretion of the faculty. Time in-between practice assessments will be set by the course coordinator.

Assignment Instructions & Grading Rubrics/Evaluation

Weekly Assignments

*All students are expected to come to class prepared. This means that students need to come to class with the assigned chapters read and lectures listened to so they can participate in the class activities. *

A variety of activities will be completed throughout the semester; some during class, some on your own time. At times, weekly assignments will be done within your group, other times individually. Grading for these will incorporate participation, evidence of class preparation, attitude, and attendance. Class participation is an essential component to studying and learning. The discovery and the transmission of ideas cannot take place in isolation. It is more than just showing up to class. Students need to obtain the necessary skills and knowledge through participating in all class aspects. Classwork for the course is defined as class attendance, reading assignments, in-class assignments, group work, PPTs, presentations, etc.

Participation and Attendance Rubric

Criteria	Exceeds Standards (90-100%)	Meets Standards (80-89%)	Needs Improvement (<79%)
Participation	Excellent attitude and involvement in all class activities -Shares comments and listens to others. -Is always prepared with reading and assigned questions	-Good of involvement in class activities. -Engaged and comments shared -is prepared most of the time with reading and assigned work.	-Poor attitude toward classwork, projects and class discussions -No comments or thoughts offered during discussions.

Attendance	Arrived on-time; attended entire class. Returns from class breaks at designated time.	Arrived < 15 minutes late or leaves <15 minutes early. Returns from class breaks at designated times.	Unexcused absence; >15 minutes late or leaves >15 minutes early. Leaves class for extended periods of time
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Concept Mapping Assignments and Rubric

Graded concept map and patient database grades will come from clinical/ simulation assignments; however, they will count as part of the didactic course grade. There are three total concept maps and four total database grades. There is one additional concept map activity due for **practice** and feedback and this is based on the 10/10 in-class case study.

Concept Map Rubric

Concept Map Grading Rubric	Points
Relevant Assessment Data	
Differentiated between & included both objective & Subjective Data (4) Identified assessment data that relates to the nursing concept (4)	___/8
Appropriate Nursing Concept	___/10
Patient Goal and Outcomes	
Stated goal in a positive manner (1) Selected a minimum of 1 specific, measurable, achievable, realistic, & timely (includes date for reevaluation) outcomes (AEB) related to the goal and signs and symptoms of the problem (6)	___/7
Nursing Interventions	
All interventions related to nursing concept, goal, & outcome (12) Identified a minimum of 3 interventions with frequency when appropriate (12) All interventions are specific and individualized for the patient (9)	___/33
Rationales for Interventions	
Identified a rationale for each intervention & written in a scientific manner (if a medication is used, the medication rationale is the mechanism of action of the drug) (9) Referenced each rationale with book and page number (9)	___/18

Implementation of Interventions	
Identified who performed each intervention (1)	____/ 3
Evaluation of Goal and Outcomes	
Evaluated each outcome as met/not met/partially met with supporting patient data provided (3) Evaluated the overall goal as met/not met/partially met (1) Identified revision required if goal was not met or partially met (1)	____/ 5
Pathophysiology	
Pathophysiology appropriate for medical diagnosis (2) Restated in own words (3) Citation with book and page number (1)	____/ 6
Medications	
Medications specific to concept (2) Included generic name (1), dose (1), route (1), frequency (1), drug class (1), common AND life-threatening S/E (2), and nursing implications (1)	____/ 10
Total:	____/ 100

Name Documentation Rubric

Description

Rubric Detail

Levels of Achievement

Criteria	Below Average	Average	Above Average	Exceptional
Documentation is clear and well organized ▼	0 to 9 points Documentation does not meet expectations as evidenced by either of the following: missing essential elements, >2 spelling/grammatical errors, illogical sequencing, lay terminology.	10 to 15 points Documentation meets criteria for clarity but needs to be better organized. Documentation occasionally strays from standard format from logical sequence for head to toe documentation but the reader is able to determine findings with difficulty.	16 to 18 points Documentation is clear and well organized with the occasional redundant or distracting information. Documentation meets criteria for clarity but need to be better organized.	19 to 20 points Documentation is clear and well organized. Appropriate medical terminology is used. Format follows a standard.
Subjective Assessment ▼	0 to 9 points Subjective assessment is missing more than 2 critical elements needed for adequate evaluation of the patient's problem. Irrelevant information predominates subjective assessment.	10 to 15 points Subjective assessment is missing 2 elements needed for adequate evaluation of the patient's problem. Includes irrelevant information.	16 to 18 points Subjective assessment is missing 1 element needed for adequate evaluation of the patient's problem.	19 to 20 points Subjective assessment is fully explicated and targeted toward the reason for presentation without the inclusion of extraneous information.

Levels of Achievement

Criteria	Below Average	Average	Above Average	Exceptional
Objective Assessment 	0 to 9 points Objective assessment is not developed and/ or the assessment is inappropriate for the patient's age, gender, and/ or inappropriate for the presenting problem.	10 to 15 points Two or more elements needed for adequate evaluation of a patient's problem is missing from assessment.	16 to 18 points Objective assessment is missing an element needed for adequate evaluation of the patient's problem. Includes irrelevant information in assessment.	19 to 20 points Objective assessment of health status is fully explicated. There is no missing or irrelevant information.
Narrative Note 	0 to 9 points Documentation does not meet expectations of assignment. More than 2 spelling and/ or grammatical errors noted and/ or missing essential elements.	10 to 15 points Documentation meets criteria for clarity but needs to be better organized. Documentation occasionally strays from logical sequence.	16 to 18 points Documentation meets criteria for clarity but needs to be better organized. Reader is able to determine findings with minimal difficulty.	19 to 20 points Documentation is clear and well organized. Appropriate medical terminology is used.
Head-to-toe assessment 	0 to 9 points Documentation does not meet expectations. Missing essential elements, does not clearly show complete assessment.	10 to 15 points Documentation meets criteria for clarity but missing 1 essential element and/ or reader has difficulty determining findings.	16 to 18 points Documentaiton meets criteria for clarity but missing non-essential information. Reader is able to determine findings with minimal difficulty.	19 to 20 points Documentation is clear and well organized. No missing elements.

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Name Safe and Effective Transfer

Description Student will demonstrate the correct method of transferring a patient from a bed to chair.

Rubric Detail

Criteria	Levels of Achievement		
	Unsuccessful	Needs Improvement	Meets Expectations
<p>Assessment: Assessed pt's sensory and cognitive status and level of motivation. Assess physician's orders, how pt transfers, and fall risk. ⌵</p> <p>Weight 20.00%</p>	<p>0 %</p> <p>Student performs tasks with 3 or more errors.</p>	<p>50 %</p> <p>Student performs task with 1-2 errors or omissions.</p>	<p>100 %</p> <p>Student performs task with no errors or omissions.</p>
<p>Planning: Get gait belt. Determine number of staff needed to assist pt. Place chair in appropriate position. Explain procedure to pt. ⌵</p> <p>Weight 20.00%</p>	<p>0 %</p> <p>Student performs tasks with 3 or more errors or omissions.</p>	<p>50 %</p> <p>Student performs task with 1-2 errors or omissions.</p>	<p>100 %</p> <p>Student performs task with no errors or omissions.</p>
<p>Implementation 1: Assist pt to sitting position by raising HOB to 45 degrees, removing pillows, placing one hand under pt's shoulders, supporting head and vertebrae. Place other hand on bed surface and raise pt to sitting position. Move pt's lower legs over side of bed. ⌵</p> <p>Weight 20.00%</p>	<p>0 %</p> <p>Student performs tasks with 3 or more errors or omissions.</p>	<p>50 %</p> <p>Student performs task with 1-2 errors or omissions.</p>	<p>100 %</p> <p>Student performs task with no errors or omissions.</p>
<p>Implementation 2: Transfer pt from bed to chair by allowing pt to sit, dangling feet (does not leave pt). Apply gait belt around pt waist. Apply non-slip footwear to pt's feet. Flex hips and knees, aligning knees with pt's knees. Grasps gait belt from underneath along pt's sides. Rocks to count of 3. Inst pt to pivot and reach back for chair. Eases pt into chair, flexing hips and knees while lowering pt into chair. ⌵</p> <p>Weight 20.00%</p>	<p>0 %</p> <p>Student performs tasks with 3 or more errors or omissions.</p>	<p>50 %</p> <p>Student performs task with 1-2 errors or omissions.</p>	<p>100 %</p> <p>Student performs task with no errors or omissions.</p>

Levels of Achievement

Criteria

Unsuccessful

Needs Improvement

Meets Expectations

Evaluation: Observe for correct body alignment in sitting position. Record procedure and patient response in EHR. 

Weight
20.00%

0 %

Student performs tasks with 3 or more errors or omissions.

50 %

Student performs task with 1-2 errors or omissions.

100 %

Student performs task with no errors or omissions.

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Name Indwelling Catheter and Sterile Field

Description

Rubric Detail

Criteria	Levels of Achievement			
	Unsuccessful	Needs Improvement	Meets Expectations	Exceeds Expectations
<p>Preparation: Checks physician's order. Identifies patient using two patient identifiers. Assess knowledge of procedure and explain procedure to patient accurately. Gather necessary supplies. </p> <p>Weight 20.00%</p>	<p>0 % Unable to successfully prepare for procedure (> 4 errors or omissions).</p>	<p>50 % Student performs tasks with 3-4 errors or omissions.</p>	<p>75 % Student performs task with 1-2 errors or omissions.</p>	<p>100 % Student performs tasks without errors or omissions.</p>
<p>Sterile Gloves & Field Setup: Applies gloves and sets up sterile field without breaking sterile field or technique. </p> <p>Weight 20.00%</p>	<p>0 % Unable to apply sterile gloves, setup sterile field or maintain sterile field throughout procedure. Unable to identify errors.</p>	<p>50 % Able to apply sterile gloves after 2 attempts. Able to setup and maintain sterile field with 2 self-corrected errors.</p>	<p>75 % Able to apply sterile gloves after 2 attempts. Able to setup and maintain sterile field with 1 self-corrected error.</p>	<p>100 % Able to apply sterile gloves with out contamination. Able to setup sterile field and maintain sterility of field throughout procedure.</p>
<p>Catheter Insertion: Perform a sterile catheterization with out missing procedural steps. </p> <p>Weight 20.00%</p>	<p>0 % Unable to successfully insert indwelling catheter (> 4 errors or omissions).</p>	<p>50 % Able to insert indwelling catheter with 3-4 errors or omissions.</p>	<p>75 % Able to insert indwelling catheter with 1-2 errors or omissions.</p>	<p>100 % Able to insert indwelling catheter using correct steps.</p>

Levels of Achievement

Criteria	Unsuccessful	Needs Improvement	Meets Expectations	Exceeds Expectations
<p>Catheterizaion Sterile Field: Performs catheterization without breaking sterile field or technique. </p> <p>Weight 20.00 %</p>	<p>0 %</p> <p>Unable to maintain sterile field throughout procedure (>4 errors or omissions).</p>	<p>50 %</p> <p>Able to maintain sterile field throughout procedure with 2 self-corrected errors.</p>	<p>75 %</p> <p>Able to maintain sterile field with 1 self-corrected error.</p>	<p>100 %</p> <p>Able maintain sterility of field throughout procedure.</p>
<p>Documentation: Document procedure and patient response in EHR. </p> <p>Weight 20.00 %</p>	<p>0 %</p> <p>Did not document procedure and/ or patient response.</p>	<p>50 %</p> <p>Able to document procedure and patient response with 3 or more errors or omissions.</p>	<p>75 %</p> <p>Able to document procedure and patient response in EHR Tutor following skills book example with 1-2 errors or omissions.</p>	<p>100 %</p> <p>Able to document procedure and patient response in EHR Tutor following skills book example without errors.</p>

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Clinical Evaluation Tool

Students must obtain a 2 or “average demonstration of meeting objective” for each objective by the Final Evaluation in order to receiving a “Pass” for the clinical section of the course.

NURS 3530 Nursing Fundamentals Course Objectives and SHSU Nursing Student Learning Outcomes	MidTerm	Final
(#1, 4) Liberal Studies		
Date:		
(a) Carry out appropriate related activities to assist client to meet basic physiological needs including oxygenation, nutrition, circulation, elimination, activity, comfort, rest, and sleep.		
(b) Identify pertinent laboratory findings related to medical diagnoses and body systems assessment.		
(c) Carry out simple measures to support the psychological well-being of the client through appropriate sensory stimulation & promotion of integrity and autonomy.		
(#2) Ethical, Legal, Cultural, Parameters & Professional Standards		
(a) Maintain client rights and confidentiality/ HIPAA standards both inside and outside the clinical setting.		
(b) Perform as a member of the health care team in compliance with the ethical and legal responsibilities of a professional nurse.		
(#3) Therapeutic Communication		
(a) Establish caring relationship with clients and families through therapeutic communication.		
(#1, 5) Evidence-Based Care		
(a) Incorporate research findings into the assessment and care of clients in the clinical setting.		
(b) Assist in promoting a safe, effective care environment conducive to the optimal health and dignity of the client.		
(c) Apply learned laboratory skills in the clinical settings under the supervision of an instructor/professor.		
(d) Implement nursing interventions to promote rehabilitation of adults in long-term in the clinical setting.		
(#7) Technology & Informatics		
(a) Accurately record the client’s history and physical findings in the appropriate format, as directed.		
(b) Evaluate data from all relevant sources, including technology to inform care.		
(#8) Professionalism		
(a) Demonstrates preparation for clinical experiences. Has all required equipment and paperwork on-hand and operational.		
(b) Reports to clinical rotation on time and submits assignments on time.		
(c) Displays honesty and integrity. Assumes responsibility for one’s own actions.		
(d) Demonstrates awareness of own limitations and seeks help appropriately.		
(e) Demonstrates self-direction, shows initiative, seeks out new learning experiences, and strives to improve.		
(f) Has followed SHSU SON dress code and appearance requirements.		

Subtotals		
<i>-Continued on the next page-</i>		

Value	Description of the LIKERT SCALE	Grade	Range
4	Consistently excels in meeting established standards.	A	3.4-4.0
3	Consistently above average in meeting objective.	B	2.7-3.3
2	Average demonstration of meeting objective.	C	2.0-2.6
1	Unsatisfactory demonstration of meeting objective; some effort was made.	D	1.0-1.9
0	No demonstration of meeting objective at all.	F	<1.0

Comments: _____ Final Grade _____

Clinical Information

Clinical Assignments

1. Clinical instructors will be responsible for the student's assigned unit(s).
2. Skills Lab & Simulation: Each student is required to attend and participate in the skills/simulation lab per the class schedule. **Students are required to be in uniform. This is mandatory clinical time.**
3. Clinical/lab evaluation will be completed at the mid-term and at the completion of **ALL** clinical requirements. A final copy of the **Skills Checklist** must be handed in to the clinical faculty at the time of the final evaluation.
5. The patient assignment will be determined by the clinical faculty on the day of the clinical experience unless otherwise indicated. The student will share the clinical objectives and expectations with the staff nurses as needed to maximize the clinical experience.
6. Dress code includes wearing complete uniform in accordance with school and agency policy for direct patient care. Refer to the **SHSU Student Nursing Handbook** for additional information. Students are required to wear SHSU name badge, SHSU student badge, and SHSU patch, with the uniform when in any clinical area.
7. No fingernail polish or artificial nails are allowed in any clinical setting.

All written work is **mandatory** and failure to submit any such work will result in a failure in the course. All written work is expected to be professionally presented, in APA format (6th Ed.) with correct spelling, punctuation and grammar. All written work must be completed satisfactorily according to the instructor in order to pass the course. Students are required to save a copy of any assignments that are submitted. Students will need computer skills to complete assignments in the undergraduate nursing program. Skills needed include the use of Microsoft Word, as well as information retrieval systems.

All written assignments (concept maps/databases, journal entries, papers) are to be word-processed, unless the faculty instruct otherwise. All Word documents submitted to instructors MUST have the last name of the student in the file name, as well as an indicator of content

Guidelines for Clinical Practice

Medication Administration

1. Remember the 6 “Rights” of medication administration.
2. Medications will be given under the supervision of a registered nurse or clinical faculty only.
3. NEVER GIVE MEDICATION UNLESS AN INSTRUCTOR OR A NURSE IS WITH YOU.
4. Students MAY NOT take verbal or phone orders from M.D.

Skills/Procedures

1. **Never** perform a skill or procedure that you are not familiar with before talking to the instructor.
2. Students are not to administer chemotherapeutic medications or treatments, or blood or blood components (including RhoGam). They may perform related assessments (vital signs, intake and output).

Notify Clinical Instructor immediately of any problems or errors that occur during clinical day.

Clinical Site Requirements

Some facilities require students to furnish identification information, health information, criminal background checks, and drug screening. These requirements are imposed by the agencies. As guests of these facilities we are obligated to comply with their policies related to patient care areas. **It is each student's responsibility to obtain the required documentation prior to attending clinical.**

Clinical Evaluations

Students must maintain a record of their own accomplishments. Students should keep their clinical instructor informed of their progress on a regular basis. Students should complete the **Skills Checklist** and review it with their clinical instructor. The Skills Checklist will be reviewed at midterm and the completed check list should be turned in during the final evaluation.

Concept maps and any associated assessment(s) are to be word processed and submitted electronically to the clinical instructor by the instructor-determined deadline. If it is seriously deficient, it may be failed or be returned for correction. If it remains seriously deficient, after the second reading by the instructor, it will be failed. Failure to complete care plans constitutes failure in the course.

Grading Basis for Clinical

Students are expected to come to clinical activities appropriately prepared to work. Repeated instances of poor or absent preparation, inappropriate behaviors, unsatisfactory performance during the clinical day or in submitted paperwork, lack of improvement in critical thinking, or lack of active participation during post conference as defined in the clinical evaluation can lead to failure in clinical. Grossly unprofessional or unsafe behavior is grounds for failure as well.

****Failure to be consistent with the Texas Statutes Regulating the Practice of Professional Nursing will result in an automatic failure of the course.****

Course Policies/Expectations

Classroom Conduct and Civility: The instructor will conduct this class in an atmosphere of mutual respect. The instructor encourages active participation in class discussions. We may have strongly differing opinions on the various topics of class discussions. Conflicting ideas are encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. Faculty will manage the discussions so that the exchange of ideas can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

Cell Phones: Use of laptop computers and cell phones is encouraged when related to classroom activities **only**. Use of electronic devices during class or clinical are restricted to class- or clinical-related learning activities. Students found using electronic devices for other purposes (i.e.: checking email/Facebook, shopping, etc.) will be asked to leave the class or clinical setting.

Electronic devices are NOT allowed in or around patient care areas in the clinical and/ or lab setting. This means that all electronic devices must be turned off and out-of-site while in lab unless otherwise directed by your faculty. If you need to have your phone or electronic device during lab and/ or clinical, you MUST have approval from your faculty PRIOR to that lab or clinical day.

Faculty/Student Communication: Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account daily and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students must include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (ie: no phone calls/texts after 9pm or on the weekend). Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

Group Assignments: Group dynamics and the group process are important learning outcomes for the School of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.
3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.
5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution.

Late Work: All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after the assigned deadline will generally receive a “0”. There may be circumstances in which the instructor may allow a student to hand in an assignment with a deduction of 10% of the final grade for each day late. This remains at the discretion of the instructor.

Recording lectures: Students who wish to record lectures must request permission to do so from the faculty member(s) teaching the course.

School of Nursing Policies

Absence Policy

Presence at lectures, clinical rotations, and other events are an important part of the student learning experience in the Sam Houston State University (SHSU) School of Nursing (SON). Absences are obstructive to this process and are strongly discouraged.

There are two kinds of absences recognized by SHSU SON: an absence given with prior notice and a no-call/no-show absence. An *absence given with prior notice* is one in which the professor or clinical instructor was directly spoken with by phone call or in person before the scheduled class/clinical start time. A *no-call/no-show absence* is an absence in which the student does not attend the class or clinical rotation and has not directly spoken with the instructor/professor before the scheduled class/clinical start time.

An absence “occurrence” is defined as any absence, regardless of the reason, and will begin the first absent day and end the last absent day, so multiple days can comprise a single absence occurrence.

ATTENDANCE AT ALL SCHEDULED CLINICAL EXPERIENCES (INCLUDING SIMULATION, SKILLS LAB, OR OTHER EXPERIENCE) IS MANDATORY FOR ALL STUDENTS. Any student who is experiencing symptoms of an infectious process (ie: fever, vomiting, diarrhea, etc.) should contact faculty at least one hour prior to scheduled clinical start time to advise of symptoms. Depending on the assigned clinical experience, students may be required to notify appropriate clinical agency personnel. Clinical make-up assignments will be required.

Due to the importance of clinical experiences for the student’s learning, any absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.

The following absence guidelines apply:

- Two no-call/no-show absences may result in dismissal from SON.
- Two or more didactic (course) absence occurrences in a single semester may result in failure of the course.
- One absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.
- Six absence “occurrences” while the student is enrolled and engaged in coursework within the SON may result in dismissal from the SON.

Any occurrence lasting two days or more will require documentation (SHSU Student Health Center or healthcare provider’s note, etc.) to be submitted to the faculty member of each course/clinical rotation missed. The healthcare providers note is submitted in addition to a completed Form 8: Student Absence/Tardy Form.

With each absence occurrence, the student must complete and sign the Form 8: Student Absence/Tardy Form and submit to course faculty within 24 hours upon return to classroom or clinical for the SON. All Student Absence/Tardy forms are to be signed by course faculty and submitted to the Administrative Assistant for the Director of the SHSU SON. Student Absence/Tardy forms for students assigned to The Woodlands campus (TWC) are to be submitted to the Administrative Assistant to the Assistant Director of the SON at TWC.

Tardiness Policy

Tardiness is an unprofessional behavior and is disruptive to the class and clinical environment. Thus all students are expected to arrive on time to class and clinical and are expected to return from break on time. Students arriving after the scheduled start time are considered tardy. Tardiness may result in loss of course points and/or additional assignments per course faculty discretion. The student must complete Form 8: Student Absence/Tardy form for each tardy incident and submit it to course faculty with 24 hours of incident. The following outlines the consequences of student tardiness.

First tardy incident = counseling of student by the Course Coordinator;

Second tardy incident = counseling of student by the Level Coordinator;

Third tardy incident = counseling of student by the Director of the School of Nursing;

Fourth tardy incident = may result in course failure

Examination Policies: When possible, test grades will be posted within 48 hours of the exam. Written exams and written assignments must be completed as scheduled. If a student is unable to complete a written (clinical or class) assignment, arrangements must be made with the instructor(s).

See [*Absence from Scheduled Examinations Policy*](#) in the SON Student Handbook for guidelines regarding absence from exams.

Cell phones must be turned off during the exam. Both cell phones and laptops not being used to test cannot be visible during testing and exam reviews. If a student has a cell phone visible, his or her test will be taken away and the student will receive a grade of zero on the test. There will be no sharing of calculators during exams.

Contact with a student taking an exam can occur by calling 936-294-2371 (Huntsville) or 936-202-5111 (TWC) and someone will come and notify the student of an emergency.

ATI Testing Policy: As a part of coursework in the School of Nursing, standardized examinations (ATI) are mandatory to fulfill requirements of many courses. These examinations provide students with diagnostic information regarding their knowledge base for nursing practice. Students should take these standardized examinations seriously.

If the student does not achieve the acceptable passing score of proficiency level 2 or higher when tested, remediation will be required. *The student is responsible for completing any required remediation or testing.* Students must make an appointment with course faculty to discuss specific individual performance concerns. The student must retest within a specified period. If the acceptable passing score is still not achieved, the student must remediate further.

Progression Policy: In order to successfully pass a course with exams, students must achieve at least a 75% exam score. If your exam score at the end of the course is less than 75% (74.5% and higher rounds up; 74.99 does not) you will fail the course and will be required to retake the course including the clinical component, if applicable.

All clinical and classroom assignments must be completed in order to pass the course. Failure in any component will necessitate repeating the entire course. Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.

In order to progress in the SHSU nursing program, students are expected to pass all nursing courses with at least a “C”.

Students are expected to abide by and will be held accountable to all policies within the most current SON Student Handbook, found on the SON Nursing Cohorts page within Blackboard.

University Policies

Academic Honesty/Plagiarism: Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students’ Office, will be referred to the Dean of Students’ Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

Student Absences on Religious Holy Days (AP 861001)

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that

absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Academic Grievance Procedures for Students (AP 900823)

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.

FERPA

[Disruptive conduct under Dean of Students-General Conduct And Campus Regulations](#)
[Withdrawal/resignation](#)

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of

disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy related to rights and responsibilities, see: <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728

Telephones and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. So, the present policy does not specify particular devices or device types. Rather, the policy applies to any device that performs the function of a telephone or text messenger.

1.0 Each course syllabus must contain a policy statement as to the disposition of telephones and text messengers (1) in the classroom, (2) during testing periods, and (3) for emergency considerations.

2.0 The use by students of electronic devices that perform the function of a telephone or text messenger during class-time may be prohibited if deemed disruptive by the instructor to the conduct of the class. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course.

3.0 Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited, except when expressly permitted by the instructor. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).