

Course Syllabus: RNSG 1215 -620 & RNSG 1215 -6

Department: Nursing Science

Course Title: Health Assessment

RNSG _1215_620

Section Name:

RNSG_1215_6

RNSG_1215_99

Start Date: 08/27/2012

End Date: 12/14/2012

Modality: Face – To- Face & Hybrid

Credits: 2

Certification Agency: Texas Board of Nursing (BON)

Instructor Information

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Course Description

COURSE DESCRIPTION: Development of skills and techniques required for a comprehensive health assessment within a legal/ethical framework.

1. Explain the health status and health needs of clients based upon interpretation of health data. (PO1).
 - a. Relate the health assessment of the client to the norm.
 - b. Demonstrate appropriate physical assessment skills.
 - c. Interpret assessment findings as normal or abnormal, by age groups.
 - d. Relate anatomy and physiology to assessment findings.
 - e. Contrast subjective and objective data in the assessment and history taking.
2. Demonstrates basic decision making skills by using clinical data and current literature as a basis for determining nursing diagnoses and appropriate interventions. (PO2)
 - a. Summarize and demonstrate appropriate interview techniques for history data gathering.
 - b. Demonstrate appropriate interview techniques, using a caring approach, in the simulated lab using a peer partner.

In the role of Member of Profession:

3. Explain actions appropriate to this level of knowledge that show accountability and responsibility for the quality of nursing care provided to clients. (PO12)
 - a. Demonstrate accurate nursing documentation of the assessment and history taking interview.
 - b. Represent the profession in a manner which reflects positively on self and nursing. (Lab affective behaviour)

Prerequisites/Corequisites

Prerequisites: BIOL 2401 or consent of department.

Corequisite: BIOL 2401 or program admission with RNSG 1105, RNSG 1201, RNSG 1309, RNSG 1341, RNSG 1160 and RNSG 1260.

Course Placement: FIRST SEMESTER OF NURSING PROGRAM; MAY BE TAKEN PRIOR TO PROGRAM ADMISSION

Scans: 1,2,5,6,9,10,11,

Course Objectives:

UNIT ONE

Chapter One

1. Contrast medical diagnosis with nursing diagnosis.
2. Discuss the expanded concept of health and relate it to the process of data collection.
3. Relate the patient situation to the amount of data collected.
4. Relate the patient age and health status to the frequency of health assessment.
5. Consider life cycle and transcultural factors when performing a health assessment.
6. Discuss the importance of assessment skills.

Chapter Two

1. Describe expected physical, psychosocial, cognitive, and behavioural milestones of a patient based on developmental age.
2. Differentiate developmental stages for each group.
3. Consider growth and developmental stage when evaluating health data.

Chapter Three

1. Describe the basic characteristics of culture, cultural competence, and the cultural assessment.
2. Discuss areas of potential cultural conflicts between nurses and patients of different ethnic groups.
3. Discuss components of the health belief system and their influence on health practices and illness expressions.
4. Provide care that reflects an acceptance of the patient as a unique individual.

Chapter Four

1. Demonstrate the ability to establish the parameters for a health interview.
2. State facilitators and blockers of effective communication.
3. Use the outlined communication techniques appropriately to gather data.
4. State the ten traps of interviewing.
5. Discuss the meaning of common nonverbal modes of communication.
6. Modify communication techniques as indicated by each patient's developmental stage, special needs, or cultural practices.

Chapter Five

1. State the purpose of the complete health history.

2. List the categories of information contained in a health history.
3. Describe the data or information that must be gathered for each category of a health history.
4. Describe the eight characteristics included in the summary of each patient symptom.
5. Relate the developmental considerations to be addressed during a health history for an older adult.

Chapter Six

1. Identify current statistics related to alcohol use and abuse.
2. Identify risk factors associated with increased alcohol use.
3. Identify current statistics related to drug and abuse.
4. Incorporate the use of alcohol and drug abuse tools into the assessment of patients in the health care environment.
5. Identify and assess substance abuse in individuals across the life span.

Chapter Seven

1. Recognize health care professionals as mandatory reporters of abuse.
2. Discuss the health effects of violence.
3. Describe the use of the Abuse Assessment Screen (AAS) when one is screening for intimate partner violence.
4. Discuss the importance and procedures for both written and photographic documentation of intimate partner violence and elder abuse.

Chapter Eight

1. Describe the use of inspection, palpation, percussion, and auscultation as physical assessment techniques.
2. Differentiate between light, deep, and bimanual palpation.
3. Discuss appropriate infection control measures used to prevent spread of infection.
4. Describe direct and indirect percussion.

Chapter Nine

1. List the information considered in each of the four areas of a general survey: physical appearance, body structure, mobility, and behaviour.
2. Discuss physical measurements of weight and height.
3. Describe various route of temperature measurement and special considerations for each route.
4. Describe rate and rhythm when assessing pulses.
5. Describe appropriate procedure for assessing normal respirations.
6. Describe the relationships among the terms blood pressure, systolic pressure, diastolic pressure, and pulse pressure.
7. List factors that affect blood pressure.
8. Relate the use of a blood pressure cuff of improper size to the possible findings that may be obtained.

Chapter Ten

1. Define pain.
2. Compare acute and chronic pain.
3. Describe the initial pain assessment.
4. Compare available pain assessment tools
5. Compare acute and chronic pain behaviours.

Chapter Eleven

1. Define nutritional status
2. State the purpose of a nutritional assessment.
3. Describe the components of a nutritional assessment.
4. Use anthropometric measures and laboratory data to assess the nutritional status of patients.

Chapter Twelve

1. Relate the anatomical structures of the skin to its functions.
2. Describe the differentiation between normal and abnormal skin color for various ethnic groups.

3. State the significance of skin tone changes.
4. Complete an assessment of hair, skin, and nails, using appropriate technique.
5. Describe the ways of documenting clinical findings of the skin examination.
6. Discuss important information to obtain during the review of systems and the significance of the information.

UNIT TWO

Chapter Thirteen

1. Describe the significant features of the head.
2. Identify the structures and landmarks of the neck.
3. List the names of the lymph nodes of the neck and their locations.
4. Describe the assessment that would follow the palpation of an abnormal lymph node.
5. Complete an assessment of the head and neck using appropriate technique.
6. Describe the ways of documenting the head and neck examination.
7. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Fourteen

1. Identify the external anatomical features of the eye.
2. Define pupillary light reflex, accommodation, and external ocular movements.
3. Perform a visual acuity examination using the Snellen eye chart.
4. Describe and complete an assessment of the eye using appropriate technique.
5. Describe the ways of documenting clinical findings for the eye examination.
6. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Fifteen

1. List the anatomical landmarks of the ear.
2. Describe the tympanic membrane and its anatomical landmarks.
3. List the functions of the middle ear.
4. State the functions of the middle ear that can be assessed.
5. Describe the whisper, Rinne, and Weber tests.
6. Complete an assessment of the ears using appropriate technique.
7. Describe the ways of documenting clinical findings for the ear.
8. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Sixteen

1. Name the functions of the nose, mouth, and throat.
2. Describe the nasal cavity.
3. Name the paranasal sinuses and their functions.
4. Describe the examination of the nose, throat and mouth.
5. Complete an assessment of the nose, throat, and mouth.
6. Describe the ways of documenting clinical findings for the nose, mouth and throat.

UNIT THREE

Chapter Seventeen

1. Identify breast anatomy.
2. Describe the composition of breast glandular tissue.
3. Relate the changes that occur in Cooper's ligaments with cancer.
4. Describe the ways of documenting clinical findings from a breast examination.
5. Describe the anatomy of the breast lymphatic system.
6. Describe the procedure for teaching breast self-examination.
7. Describe the procedure for performing breast examination.
8. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Eighteen

1. Name the components of the thoracic cage.
2. Describe the surface landmarks on the thorax.

3. List the contents of the mediastinum.
4. Describe the borders of the lung.
5. Describe the anatomic demarcation of the five lobes of the lungs.
6. Describe the pleura and its function.
7. Describe correct inspection, auscultation, percussion and palpation techniques for the lung assessment.
8. Describe how to assess anterior posterior to transverse diameter.
9. Describe the ways of documenting clinical findings for the lung examination.
10. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Nineteen

1. List the anatomical features of the heart.
2. Relate the name of the heart to the physiological cause.
3. Relate anatomical structures to the correct landmark or anatomical location.
4. Describe the characteristics of heart sounds.
5. Cite the risk factors associated with heart disease and stroke.
6. Describe correct inspection, auscultation, percussion, and palpation techniques for the heart assessment.
7. Describe the ways of documenting clinical findings for the heart assessment.
8. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Twenty

1. Relate the structure and functions of arteries and veins.
2. List the pulses accessible to examination.
3. Describe the mechanisms that keep blood moving toward the heart in the venous system.
4. Relate the structure and functions of the lymph vessels.
5. Describe correct assessment techniques for the peripheral vascular system and lymphatic system.
6. Describe the ways of documenting the clinical findings for the peripheral vascular system and lymphatic system.
8. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Twenty-one

1. Identify the organs located within each of the four quadrants.
2. Identify pertinent topics that must be reviewed during the abdominal part of the interview.
3. Employ measures that will enhance abdominal wall relaxation.
4. Employ the correct sequence of examining techniques.
5. Interpret findings obtained during the inspection, auscultation, percussion, and palpation portions of the examination.
6. Describe the ways of documenting the clinical findings for the abdominal examination.
7. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Twenty-two

1. List the functions of the musculoskeletal system.
2. List the three types of muscles and their movements.
3. Differentiate between synovial and nonsynovial joints.
4. Describe the shape and surface landmarks of the spine.
5. Describe the location and function of the various joints in the body.
6. Discuss the developmental considerations regarding the musculoskeletal system.
7. Describe the ways of documenting the clinical findings for the musculoskeletal exam.
8. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Twenty-Three

1. Name the two parts of the neurological system.
2. Describe the various functions of the central nervous system.
3. Describe the function of the peripheral nervous system.
4. Relate the name and function of each of the 12 cranial nerves to its assessment.
5. Relate the term dermatome to the spinal nerves.
6. Describe the autonomic nervous system.
7. Differentiate between the three types of neurologic examinations.

8. Describe the ways of documenting the clinical findings for the neurological system.
9. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Twenty-Four

1. List the structure of the male genitals.
2. Name the major structures of the penis.
3. Discuss the importance of teaching testicular self-examination and what to teach.
4. Describe the ways of documenting the clinical findings for the male genitalia examination.
5. Discuss important information to obtain during the review of systems and the significance of the information.

Chapter Twenty-Five

1. Summarize the anatomy of the anus and rectum.
2. Describe the prostate gland.
3. Outline structures that can be examined via the rectum.
4. Describe age-related considerations for examination of anal, rectal, and prostate structures.
5. Describe the ways of documenting the clinical findings for the examination.
6. Discuss important information to obtain during the review of systems and the significance of the information.

Chapter Twenty-Six

1. List the external structures of the female genitalia.
2. Describe the structures of the internal female genitalia.
3. Describe age-related considerations for examination of anal, rectal, and prostate structures.
4. Describe the ways of documenting the clinical findings for the examination.
5. Discuss important information to obtain during the review of systems and the significance of the information

Required Reading /Materials

Textbooks:

You must purchase the following required reading materials: Jarvis, Carolyn (2012). *Physical Examination & Health Assessment*, (6th Ed.) Saunders: St. Louis

Supplies Required:

Stethoscope

Penlight

Black Ink Pen

Five Number F-288 – ERI-L Par Score Scantron answer sheets

Number 2 Pencil (2)

Watch (**with a second hand**)

You are encouraged to buy the following **Optional books/materials**:

Jarvis, Carolyn, (2012). *Pocket Companion for Physical Examination & Health Assessment*. (6th Ed.) Saunders: St. Louis.

Course Requirements (Lectures, Assignments and Assessments)

TEACHING/LEARNING METHODS;

The following methods may be incorporated into RNSG 1215; Lecture, demonstration and practice, return demonstration, audio-visual aids, technological instructional modalities, class discussion, reading assignments and other written assignments.

Topic/Overview:

Summary of week 1 – 16 Assignments & Activities

Item(Name)	Type	Description	Due
Begin Unit One	Read Chapters 1,2,3,4, 5 & 6	<i>Critical Thinking, Interview, Complete Health Hx. & Mental Health</i>	<i>See Course Calendar</i>
Cont. Unit One	Chapters: 7,8,9,10,11	<i>Domestic Violence, Assessment Technique Lab: General Survey</i>	<i>See Course Calendar</i>
Begin Unit Two	Chapter 12 Discussion Board (DB)	Lab: Skin	<i>See Course Calendar</i>
Cont. Unit Two	Chapters; 13 & 14 (DB)	Lab: Head Neck & eyes	<i>See Course Calendar</i>
Cont. Unit Two	Exam #1 Chapters: 15 & 16 (DB)	Lab: Ears, Nose, Mouth, Throat, PEN Lights	<i>See Course Calendar</i>
Cont. Unit Two	Chapters 15 & 16 (DB)	PERRLA Ck Offs and Lymph Ck Offs Mandatory	<i>See Course Calendar</i>
Begin Unit 3	Chapter: 17 (DB)	Breast Lab	<i>See Course Calendar</i>
Cont. Unit 3	Exam #2 Chapters: 18 & 21 (DB)	Lab: Lungs & Abdomen	<i>See Course Calendar</i>
Cont. Unit 3	Exam #3 Chapters: 19 & 20 (DB)	Lab: Heart & Peripheral Vascular System	<i>See Course Calendar</i>
Begin Unit 4	Exam #4 Chapter: 22 (DB)	Lab: Musculoskeletal (Exam #3)	<i>See Course Calendar</i>
Cont. Unit 4	Chapters: 23, 24, 25, & 26 (DB)	Lab: Neuro, Female/Male Genitalia/Peri Areas	<i>See Course Calendar</i>
Practice	Exam #5 Lab Practice (DB)	Lab: Practice One Mandatory	<i>See Course Calendar</i>
Practice	Lab Practice (DB)	Lab: Practice Two Mandatory (All lab sheets due)	<i>See Course Calendar</i>
Practice	Lab: Practice (DB)	Lab: Practice Three Mandatory	<i>See Course Calendar</i>
	Happy Thanksgiving	HOLIDAY BREAK	<i>See Course Calendar</i>
Final CK Off	Final Check Offs	Final CK Offs Mandatory	<i>See Course Calendar</i>
Final CK Offs	Final CK Offs	Final CK Offs Mandatory	<i>See Course Calendar</i>

Final Exam	GOOD LUCK	Final Exam TBA on Thursday at 9am for online course	<i>See Course Calendar</i>
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Grading Policy:

Each week I will provide grades or scores and comments on assignments within 6 days of when they were submitted. After I send feedback each week, I will post a notification in the **main** forum.

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59pm central time on the day they are due. Assignments more than 5 days late will NOT be accepted. Technological issues **will not** be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

EVALUATION AND GRADING:

Weekly Exams	= 30%
Weekly Discussion Board	= 10%
Final Exam: 3 components	
Return Demonstration (head to toe final check-off)	= 25% (one attempt)
Demonstration Write-up	= 10% (one attempt)
Final Exam (multiple choice questions)	= 25%
Total	= 100%

Please check the syllabus and Blackboard for any updates or changes during the course.

The student **must attain an average of 75 or above** on the combination of unit examinations, discussion board and the final examination, plus a grade of **75** or above on the demonstration of the physical assessment and **75** or above on the write up to pass the course. Failure to obtain an **“75”** on either part will constitute a failure for the course.

Discussion Board:

Answering the discussion board question must be done with a substantial (a short paragraph or two explaining/answering the question) posting with siting of resources at the bottom of each posting = **50** points.

A substantial posting/reply to 2 classmates, with siting of resources = **25** points each = **50** points

Answering the discussion board question and 2 classmates = Weekly total = 100 pts.

A substantial posting without siting resources = **40** points Non-substantial posting = **10** points

No postings = **0** points (all postings must be done by midnight **Saturday**) Postings done after grading = **0** points.

All discussion board postings must be four “4” in-depth sentences or more to be considered substantial.

Unacceptable (Examples: I agree. I like your postings. That is cool. Neat posting. Etc.)

Once the time is up the discussion board will be closed to future postings. If there is a complication on the school's behalf, extra time will be allotted and an email or announcement will be sent out.

Percentage %	Letter Grade
90 - 100	A
80 – 89	B
75 - 79	C
74.99 – 60	D
< 60	F

COURSE POLICIES;

Students will frequently be using other students for their lab partners and this will involve some touching of each other. No student will remove his or another's clothes at any time.

If you are enrolled in the first semester of the nursing program, this course must be successfully completed for progression to second semester.

Attendance Policy: Students are responsible for all material presented or assigned in this course.

Punctual attendance is essential and is expected for success in this course when taken on campus.

Classroom/on-site laboratory attendance policy for the assessment class will follow the same guidelines listed in the college catalogue. This policy states that any student who misses as much as 20% of scheduled class time in any semester should review his or her standing in the class with the instructor and determine whether to continue in class or withdraw. Note that since nursing students may be enrolled in more than one nursing course in a given semester, the faculty interprets the college policy as 20% of scheduled class/laboratory in any given nursing course in any semester. The ability to meet course objectives may be seriously jeopardized for students missing 2-3 days of classroom/laboratory instruction in any course. All lab time missed must be made up at the convenience of the lab instructors. It is the student's responsibility to make these arrangements. Failure to complete all required time may result in an incomplete for the course.

If a student decides to withdraw from a class, he or she must comply with the deadlines published in the college's calendar. Withdrawal from the course will be the responsibility of the student.

Absence from examinations:

In the event of extreme circumstances, one unit exam may be made up. If absent for another exam, the student needs to obtain a physician's excuse for the absence (or other pertinent documentation). The instructor must be contacted **BEFORE THE TIME OF THE EXAM** and a schedule for the make-up exam. **YOU MUST LEAVE A MESSAGE IF THE INSTRUCTOR IS NOT THERE.** You may notify me by phone at **335-6333 office/349-3052 cell**. You **must** include your phone number or it will not be considered a valid notification and you will not be allowed to make-up. I will call you to discuss circumstances and make-up testing. Each student must give the instructor notification of when they plan to take the make-up exam. Make-up examinations will be sent to the testing center. The make-up period for the exam will be up to one week after the exam was given. For example, if the test is given 8am on Thursday, you will have until 8am on the following Thursday in which to make it up. You must arrive at least 2 hours before their closing time to take the test. It is your responsibility to know the testing center hours and comply with their schedule and rules. After this time period, if the test has not been made up, your grade for the test will be **zero**. If you know ahead of time that you will be unavoidably absent from a test, please make arrangements with the instructor for taking the test. The instructor may choose to change the test questions or the format of the test. If a student misses an exam and does not call or make arrangements with the instructor, he or she may receive a **grade of "0"**.

Electronic Devices during an exam: Mobile phones or any other communication device (e.g. pagers, iPods, MP3 players) must be turned off during class. Students who use mobile phones during class will be asked to leave class. Any use of mobile phones, recording devices, electronic readers, or scanning technologies or other communication device during an exam or quiz will result in a score of zero (0) for that exam.

LABORATORY COMPONENT:

The laboratory component is designed to give each student the opportunity to practice the data collection methods, assessment techniques and skills and the documentation procedure that are taught in the didactic portion of the course. This laboratory component is graded on a Satisfactory or Unsatisfactory basis. There will be instructor generated work sheets to guide the laboratory learning experiences. If you do not complete all lab work sheets **COMPLETELY** and receive an unsatisfactory it must be corrected and resubmitted. Failure to complete all of the laboratory work sheets will result in a grade of “ I” (incomplete) for the course. You must turn in all of the **COMPLETED** worksheets in order to receive a grade for the course. The laboratory instructor will post times for open practice. Students are encouraged to utilize opportunities to practice skills and or ask questions. The student should follow instructions provided by the course instructors. **All missed labs will have to be made up with a partner and the presence of an instructor. You will have to make an appointment with the laboratory instructor. The practice check-offs are mandatory- there is no make-up. You and a student partner will sign – up for the final assessment check-off. You are expected to be present at this important part of your evaluation. Rescheduling is not available due to limited time and space for final check-offs. You must have a stethoscope and penlight. You must give the instructor your final evaluation forms for the check-off and the written portion before you begin. You will be allowed to use your assessment cards during your return demonstration. This is optional. You may not need the cards. They are to be used for reference only. Failure to use as a reference only will result in a lower grade. If your cue cards do not meet the stated criteria, you will proceed with your check off without the card.**

PRACTICE ASSESSMENTS

Each student will be required to do 2 complete assessments from head-to-toe and write them up to be turned in. You will be given a copy of the assessment check sheet to use with each one of these assessments. Students will be permitted to check off other students, however, the instructors will be circulating in the room in order to monitor the assessments and to offer suggestions and or corrections wherever required. Students will use a different partner for each of the assessments. Failure to do each of these practice assessments will result in an **INCOMPLETE** for the course. ***The practice assessments MUST be performed during laboratory time with laboratory instructors present. The practice assessments must be completed before the final assessment check-off is performed. All students will wear hospital gowns during lab time with shorts underneath the gowns.***

The Success Coaches: The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,

- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
 3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting "kicked off" of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

Student Contract

I have read the course syllabus for RNSG 1215 _620 or RNSG 1215 _6, the Odessa College Handbook, and the Nursing Department Student Handbook. I understand the requirements, grading policies and attendance policies for the theory and clinical portion of this course.

I have in my possession information regarding Declaratory Orders. I understand that it is my responsibility to apply for a Declaratory Order from the Texas Board of Nursing if there is any question about my being eligible to take the NCLEX-RN Examination. I future understand that the fee required for petitioning for a Declaratory Order is subject to change.

Student's Signature _____ Date: _____

Instructor's Signature _____ Date: _____

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the office of Disability services at 432 335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, Tutorials, and the "Ask a Librarian" service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432 335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#)