



Spring 2022

NURS 5455. All sections

Family Nurse Practitioner Primary Care III

(Total Credits: 4 hours; 145 Clinical Hours)

Your Course Faculty

Dr. Tanya Schlemmer, DNP, MHA, MSN-Ed, APRN, AGACNP-BC, FNP-C, CCRN-CMC, RN-BC

Email: tshlemmer@uttyler.edu [use course email* for non-urgent contact]

Cell Phone: [may use for urgent text*] see phone details inside Canvas course Modules.

Office Hours: via Zoom on Monday morning and Thursday evening; also arranged via Zoom or by Phone

**preferred method of contact*

Course Description

Application of major concepts and therapies necessary for the development, implementation, and evaluation of primary health care with emphasis on the adult and geriatric population. Strategies to eliminate health disparities will be explored.

Prerequisite

NURS 5339 AND Admission to MSN FNP program or **NURS 5339** AND Admission to FNP Cert program

ADDITIONAL NOTE

*This course does not allow concurrent enrollment in NURS 5351 or NURS 5353

Corequisite

- CPR as a prerequisite

Course Overview

While this course continues to build on previous knowledge and practice of care for individuals and families, the focus of the course is the role components critical to primary health care, especially adult health, and geriatric health. The evolution of the role of the nurse practitioner in primary health care is explored at the local, state, national, and international levels. Models of nurse practitioner practice are examined. Role

components critical to primary health care and to the role of the nurse practitioner in primary health care are analyzed. Facilitators for and barriers to the implementation of primary care are explored. Students will work closely with a clinical preceptor and nursing faculty to gain experience in developing the nursing role components critical to primary health care. Such experience involves and facilitates collaboration and the implementation of the primary health care role in selected health care settings. In the belief that graduate education acknowledges and facilitates individual diversification, faculty also provide the opportunity to individualize outcomes based on the perspective of the individual learner.

Course Learning Objectives

Upon completing this course, the learner will have demonstrated the ability to:

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Upon completing this course, the learner will have demonstrated the ability to:

1. Assess, plan, manage, evaluate, and revise the care of individuals and families in primary health care settings, referring clients to other health care providers and/or community resources as appropriate.
2. Practice the NP role using nurse practitioner protocols that contain both an evaluation/diagnostic protocol and a plan/management protocol.
3. Conceptualize the role of the nurse practitioner in primary health care.
4. Analyze the evolution of primary health care and the role of the nurse practitioner in primary health care.
5. Explore the influence of the image of nurses on the acceptance of primary health care practitioners.
6. Identifies actual or potential risk to the healthcare consumer's health and safety or barriers to health, which may include but are not limited to interpersonal, systematic, or environmental circumstances.
7. Analyze the factors in a selected health care setting that facilitate and hinder implementation of primary health care.
8. Utilizes complex data and information obtained during interview, examination, and diagnostics processes in identifying diagnoses and systematically compares and contrasts clinical findings with normal and abnormal variations and developmental events in formulating a differential diagnosis.
9. Using research findings, evaluate the effectiveness of the nurse in primary healthcare from the perspectives of nurse practitioners, the public, physicians, and legislators.
10. Considers associated risks, benefits, costs, current scientific evidence, expected trajectory of the condition, and clinical expertise when formulating expected outcomes and defines those expected outcomes in terms of the healthcare consumer, with their culture, values, and ethical considerations in mind while facilitating continuity of care.

Student Learning Objectives

Upon successful completion of this course, the student will be able to:

1. Construct a patient-centered plan of care that incorporates current evidence to provide for health promotion and/or restoration of health with emphasis on the adult and geriatric populations and their families.
2. Integrate evidence-based practice guidelines or principles into the systematic process for assessment, planning, and implementation for a case study.

3. Articulate Differential Diagnoses for specified cases during Clinical and Discussion Boards (DB)s using best practices, evidence-based practice standards or guidelines.
4. Explain or discuss the nature of a case through exploration of the case pathophysiology, use of a Secondary Assessment instrument, tool or maneuver or its application for a specific disease process.
5. Interpret diagnostic data findings for use in practice.
6. Demonstrate a systematic approach toward documentation of a Clinical SOAP note.

Grading Policy and Criteria

Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

A - 90-100

B - 80-89 ← [Passing: Total Exam Avg. \geq 80%; SOAP Notes Avg.; Overall Course Grade \geq 80 for passing]

C - 70-79

D - 60-69

F - Below 60

Grades will NOT Be rounded when calculating the average (79.5 is not rounded to 80 and 89.5 is not rounded to 90). Students are required to achieve an average of 80% (B) to successfully complete the course. Students must also have an Exam Average of \geq 80% average for passing, plus all CPE scores and OSCE must also be passing must be deemed passing in order to progress in the course.

Late policy: 5% will be deducted each day an assignment is past due, unless prior arrangements have been made with your course faculty, if extenuating circumstances apply.

Criteria for Evaluation:	Percentage of Grade:
Exams [x3]	20% (x3) or 60% of total course
Clinical Geriatric Case Study Paper	15%
Participation: Module Quizzes	10%
Case DB; Indiv. Case Topic Presentation DB	5%
Module 1 Activity; Certificates (Derm, Pain); OSCE Prep Case	5%
Clinical SOAP Notes; EHR-GO Note; weekly <i>InPlace</i> SOAP notes	5%
Clinical Component: Comm. Log (x2), CPEs (x2), OSCE, Evaluations	Pass/Fail
Clinical Practice Hours: 145 Clinical Hours, <i>InPlace</i> Logbook, Signatures	Pass/Fail

All exams are taken online via *ProctorU-auto* within Canvas between 9a - 1p on the exam dates.

Module Quizzes will be taken using Respondus Lockdown Browser. OSCE Prep cases will be taken using Lock-down browser. The Remote OSCE Day Case quizzes will be taken using ProctorU-auto. You will also be expected to use EHR-GO software for OSCE Prep and Remote OSCE cases. These features protect the integrity of the quizzes, and also encourages quiz readiness. *See the Canvas instructions Navigating the Technology within the course regarding the Lockdown Browser and ProctorU-auto extension download, use, and access.*

Important Course Dates:

Note: The complete course schedule is available in the Course Canvas site.

Online Zoom Sessions: Zoom link is located within Canvas, Zoom tab. Zoom dates are scheduled and located within the Course Schedule in addition to the Canvas Calendar. These Presentation Zoom sessions generally occur on Thursday's from 8-9 pm. Office Hours Zoom sessions are listed in the Zoom tab.

Exams Dates:

- February 4th [Friday]
- March 18th [Friday]
- April 21st [Thursday]

OSCE Prep Case: Case U on February 4th [Friday]

OSCE Prep Diagnostic Quiz: Due on March 4th [Friday]

OSCE Dates: everyone will participate Remotely as well as attend the In-Person OSCE Days.

- Remote OSCE: March 14th [Monday] Plan on testing during the entire day.
- In-Person OSCE: March 23rd [Wednesday] Plan on being present the entire day.

Attendance and Make-up Policy

Attendance / participation is expected. Make-up for exams, quizzes, assignments, clinical time missed is at the discretion of the instructor.

Textbooks/Materials: Required & Recommended

AUTHOR	TITLE	EDITION	PUBLISHER and/or ISBN	Required or Recommended
Cash & Glass	Adult-Gerontology Practice Guidelines	2 nd ed.	ISBN: 9780826195180	Required
Dunphy, L. et. al	Primary Care: the art and science of advanced practice nursing, F.A Davis Company	5 th ed.	ISBN:-13: 978-0803667181 ISBN: 978-0803667181 Older Version may still be used	Required
Gilbert	2021 Sanford Guide to Antimicrobial Therapy (Spiral Edition)	51 st ed. Spiral ed.	ISBN-10: 1944272135 Or http://www.sanfordguide.com 2021 e-version (only one version)	Required
Habif. et al.	Skin Diseases: Diagnosis and Treatment	4 th ed.	ISBN-13: 978-0323442220	Required
Seller, R.H.	Differential Diagnosis of Common Complaints	7 th ed.	ISBN-13: 9781455707720 [Older edition is okay]	Required
Williams	PANCE Prep Pearls 2nd Ed. Or PANCE Prep Pearls 3 rd ed. Part A & B	2 nd ed. Or 3 rd ed.	ISBN-13: 978-1542330299 Or ISBN-13: 978-1712861165 [A] ISBN-13: 978-1712913109 [B]	Required

American Psychological Association (2009)	Publication Manual of the American Psychological Association	6 th ed. Or 7 th ed.	ISBN-13 9781433805615	Required
Cash & Glass	Family Practice Guidelines	5 th ed.	ISBN: 978-0-8261-3583-4	Recommended
Habif	Dermatology DDX Deck	2 nd ed.	ISBN-13: 978-0323080798	Recommended
Ferri	Ferri's Clinical Advisor 5 in 1	2021 or older	ISBN-13: 978-0323713337	Recommended
Gawande	Being Mortal: Medicine and What Matters in the End	1 st ed. 2014	ISBN: 978-0-8050-9115-9 (hardcover) ISBN: 978-1-62779-055-0 eBook or audio book	Recommended
Hancock	The Practitioner's Pocket Pal: Ultra Rapid Medical Reference	2 nd ed.	ISBN-13: 978-0940780835	Recommended
Meiner	Gerontological Nursing	6 th ed.	ISBN-13: 978-0323498111	Recommended
Papadakis, et al.	2021 Current	59 th ed.	ISBN: 978-126-0117431 e-version has a Free Download	Recommended

Required Applications:

Please refer to the Canvas page for further details regarding these applications.

- *DermForPrimaryCare*
- *DynaMed (UT Tyler Library)*
- *ePocrates*
- *EHR-GO (Neehr Perfect)*
- *InPlace*
- *ProctorU [ProctorU-auto] a University funded service*

Other Select Recommended Resources:

- Pocket Guide:
 - *Tarascon Pocketbook Family Practice (Primary Care, Internal Medicine)*
 - *Pocket Primary Care (Pocket Notebook Series) Second Edition*
- Mobile Apps:
 - *ePSS, the U.S. Preventive Service Task Force (USPSTF)*
- eBooks:
 - *SOAP for Primary Care*
 - *SOAP for Internal Medicine*
 - *Pocket Primary Care (Pocket Notebook Series) Second Edition*
 - *Pocket Notebook—Pocket Medicine 5-Minute Clinical Consult (5MCC)*
 - *Tarascon Pocketbook Family Practice (Primary Care, Internal Medicine)*
 - *OSCE for Medical Finals*

School of Nursing Policies and Additional Information

https://www.uttyler.edu/nursing/college/documents/son_student_guide.pdf

University Policies and Additional Information (updated 1/2018)

The following course policies may be found at the website listed below: absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, and Social Security and privacy.

<http://www.utt Tyler.edu/academicaffairs/files/syllabuspolicy.pdf>

Evaluations

It is **mandatory** that each student completes the course, faculty, preceptor, and clinical site **evaluation forms** at the end of the semester. Additional peer and team evaluations are also requested for group projects or assigned team activities as well.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.utt Tyler.edu/wellness/rightsresponsibilities.php>

Communication

- **With Preceptors**

Clarity in communication is critical, to the professional role, especially for the advanced practice nurse. Thus, clarity in communication in charting, presenting the case to the preceptors for consultation and/or collaboration, is desirable. Communicate clearly with preceptors about your objectives, learning needs, and clinical hours. Preceptors provide feedback to the student and the faculty about the students' clinical performance. A Qualtrics survey for preceptor feedback on your performance may be collected.

- **With Faculty**

Regular communication with the clinical faculty is required to review clinical activities, develop on-going objectives, and evaluate clinical progress. **Failure to fulfill the scheduled communication requirement will result in course point deductions or potential course failure. THIS Includes Attendance at Scheduled Online Meetings.**

- **On Canvas**

Students are expected to check the respective course for content within the discussion board of Canvas, new announcements and to review any emails for new course information. Students are expected to set the navigation and alert settings for Canvas to ensure all notifications or direct communication is received. Students may post questions within the designated areas to other students or for course faculty. Be resourceful and attempt to locate the material or specific content within the course before seeking help.

Clinical Requirements

Clinical Performance Evaluation

Students must satisfactorily complete the clinical performance evaluation component. Clinical performance requires application of key concepts in providing care to individuals and families as evidenced by documentation in the Clinical Performance Evaluation (CPE) by Preceptors or Faculty. A minimum of two (2) satisfactory preceptor CPE's must be completed to provide evidence of satisfactory clinical performance. A minimum of one (1) CPE from faculty [OSCE will take the place of the Faculty CPE]. You must have a satisfactory score on the faculty CPE. For example, to **Pass the CPE, students must perform each clinical activity listed in the CPE at a minimum of the current Clinical Level [identified as First, Second or "Third Clinical Course" level], AND achieve the overall average score for level to pass this course.**

You will be expected to participate in an **Objective Structured Clinical Examination [OSCE]** [or designated site] for a faculty clinical evaluation. The **OSCE is in lieu of the Faculty CPE.** This is a skills check-off utilizing a standardized patient scenario or modified simulation/ pseudo clinic evaluation for Faculty CPE and may be conducted in lieu of the Faculty CPE. The schedule will be posted for attendance of the clinical skills check-off as an individual or within groups during the semester. Do NOT plan on or anticipate scheduling a usual Clinical Day for any dates you have set for either the OSCE or Faculty CPE. You may count those hours spent during OSCE or with Faculty as part of your Clinical hours but will also need to include those hours and cases within *InPlace* for credit as clinical experiences.

Course faculty may also complete **additional direct (onsite) CPE per semester (in lieu of OSCE) for specified situations. Special circumstances may also permit one (1) indirect evaluation (via technology), but this exception must be approved by faculty.** These evaluations may be performed at one of several clinical sites where faculty function as clinical preceptors or another site arranged by the faculty or via technology venues, as agreed upon by the student and the clinical instructor. Additional evaluations may be scheduled at the discretion of the faculty, should the student require additional observation and evaluation. Students should notify clinical faculty immediately (by phone and e-mail) of any suspected or known changes in their clinical schedule.

Depending on the faculty recommendations, a second Faculty CPE may be required. If the student has achieved an average rating designated by the clinical level for all elements of the faculty CPE at mid-term, the second site visit by faculty is optional. Under all circumstances for all students, one (1) satisfactory CPE (direct or indirect) must be completed by the faculty, and two (2) satisfactory CPEs must be completed by preceptors (One Midterm and one Final CPE). If you have >one preceptor, you may choose to complete an additional CPE. Again, additional CPEs and clinical hours may be requested by faculty, depending on the scoring and performance on prior CPEs or OSCE.

Clinical Expectations for CPE performance:

- First clinical course [Level 1]: must be met at the minimum score of 2 in order to pass the course. The student should be able to see one patient per hour at the end of the course.
- Second clinical course [Level 2]: must be met at the minimum score of 2.5 in order to pass the course. The student should be able to see one-two patient's per hour at the end of the course.
- Third clinical course [Level 3]: must be met at the minimum score of a 3 in order to pass the course. The student should be able to see two patients per hour at the end of the course.

- Failure of CPE or OSCE may require additional direct supervised clinical experiences. This may require up to forty (40) additional clinical hours added to your schedule.

Clinical experiences should be focused on care of patients with primary care health needs. Primary care settings provide opportunity for comprehensive and continuous care. **A maximum of 50% of clinical experiences may involve episodic types of client encounters. However, a minimum of 50% of clinical experiences must involve more comprehensive client encounters for chronic or long-term disease management. The chronic disease management may involve conditions for any age group.**

You must begin to have Hands-on, Direct patient encounter experiences by the second clinical week, or within 40-hours of clinical. If your clinical site is not able to offer this direct experience to you, please notify you faculty as soon as possible.

You are encouraged to have 50% of clinical hours (for the overall program—NOT individual courses) completed with a nurse practitioner.

The clinical component of the course must be passed to pass this course. Failing to complete the clinical component satisfactorily results in a grade of no higher than a “C” in the course.

Extensions or an Incomplete grade are not automatic — this is a decision made by faculty and you must provide notification to faculty if there are concerns or problems with completion of your clinical hours in a timely manner. *Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.*

Clinical Requirements

1. Clinical Objectives

Students should have a minimum three (3) written and measurable clinical objectives for the clinical site, which should be given to the preceptor before starting clinical hours. These Clinical Objectives are uploaded into the Canvas assignment link. Multiple submissions via the assignment link are permitted.

The clinical objectives should be measurable, realistic, and based on the clinical environment and the CPE criteria for this course as well as the course content and/or course module objectives. The student’s individual learning needs are considered for these objectives.

An Objective example: *During this course, I will complete five HTN encounters with 80% accuracy.*

2. Required Clinical Hours

A minimum of 145 clinical hours is required for satisfactory completion of this course and a total of 675 clinical hours for the entire program. The breakdown of clinical hours for the program:

Pediatric Hours – 150 hours

Women’s health – 75 hours

Family Practice – 450 hours

One-third to one-half of all hours for the program must be completed with a Nurse Practitioner preceptor. The remainder of your clinical hours may be completed with a physician (MD, DO). **PA’s MAY BE USED AS A PRECEPTOR.**

Remember, 145 hours is the minimum number of clinical hours for this course, but you may do more hours. However, hours cannot be “banked” for use in future courses. So, for example even if you complete 150 hours during this course, you will only be allowed to count 145 hours toward the total 675 hours. The reason for this is that each course is independent, and the hours calculated are based on the ratio of didactic to clinical time. You must have approval from your clinical faculty for any clinical setting and preceptor you will be working with, prior to starting any clinical hours. Please use the facility agreement and preceptor forms that can be found at the NP website under Student Resources. There is a link to these forms within Canvas for your convenience. Forms must include all information to be processed.

You are expected to enter your time log your hours and cases within *InPlace* throughout the semester. Please DO NOT include any lunch times in the *InPlace* Clinical Time Log. Create an additional time in & out if you leave for lunch during clinical. Please download and save a copy for your records and upload a copy of your logs and hours via the assignment link.

In addition, you will complete the Summary of Clinical Hours form that is located under "Clinical Documents" in Canvas at the end of each semester. Please upload the Preceptor Signature Page along with your *InPlace* Clinical Time Log [Logbook] – be certain the Clinical hours and Preceptor Signature Page matches your *InPlace* Case Log and your submitted Clinical Schedule, exactly. Also, please **write a formal thank-you note to Preceptors/facility leaders** upon completion of your session. Student experiences depends on the clinical site and preceptor’s, and thoughtful courtesy gestures do, likely provide future Preceptor opportunities.

Approximately one-half of the total 145 clinical hours for this course should be focusing on chronic disease management, if possible. Please attempt to predominantly focus your opportunities on the Adult/Geriatric population in addition to chronic disease management. Use *InPlace* age ranges to guide your age designations: geriatric (age 50 or older). These hours may be achieved within a mixture of environments: Family Practice, Internal Medicine, Adult Health, Geriatric Clinic, or Long-Term Care/Skilled Nursing, Assisted Living facilities or Home Care.

Faculty reserve the right to assign **additional** clinical hours if the student fails to achieve satisfactory clinical performance. Because course faculty responsibilities are to guide, direct, and evaluate student learning in this course and in the program, the faculty will not hesitate to assign additional clinical hours when indicated. This provision is certainly not designed to be punitive, but to assure students the baseline competency necessary for continuing in the program.

3. Alternative Clinical Hours

In the event there are limited Face-to-face Clinical opportunities, you may be required to complete your hours via an alternative method. There will be identified options for consideration made available within the course. You will be asked to complete a Student Plan to identify how your hours will be completed to fulfill the course clinical requirement.

The minimum number of face-to-face Clinical Hours in the FNP program is 500 hours. There are Simulation, Virtual or Online hours built into the 675 hours for the UT Tyler FNP program. Depending on the clinical level in the program, this may determine how many Alternative Hours might be considered acceptable. If you do not meet the face-to-face hours required, you will need to make-up those hours in the next future clinical course and submit a Student Success Plan to verify agreement of plan fulfillment.

Class Attendance and Professionalism

As adult learners, graduate students are responsible to attend all classes. Students who have emergency situations should contact the course facilitator and assigned clinical faculty as soon as possible. Students are expected to arrive on time to class and to their clinical sites.

Reading of professional materials (books, journals, etc.) is an integral aspect of role development as a nurse practitioner. It is recommended that students spend a minimum of **30-minutes a day or up to 8-hours per week outside of the clinical requirements on reading materials**, assignments or related projects. These may include expanded readings on clinical topics, and professional issues associated with the NP role and competencies.

Additional Resources:

- [Texas Board of Nursing](#)
- [Advanced Practice Information](#)

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date).
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student**

Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079. Testing modifications will be arranged once SAR notification has been received.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second day of class meeting for the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), tutoring@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), tutoring@uttyler.edu
- [The Mathematics Learning Center](#), RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](tel:903.566.7254) (903.566.7254)
- [UT Tyler Muntz Library](mailto:sabbey@uttyler.edu) (903 566-7343), Library Liaison for Nursing, Suzanne Abbey (903.566.7165) email: sabbey@uttyler.edu