



**Psychiatric-Mental Health Nurse Practitioner Practicum II**  
**NURS 5370**  
**Spring 2025**

**Scheduled Class Days and Times: Online**

**Instructor's Name: Sandra Kolapo, DNP , PMHNP-BC**

**Section(s): all**

**Additional Faculty Will be Listed in the Course**

**Office: Virtual**

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**Office Hours:** Virtual Office Hours: Tuesday 1100AM -1:00 PM CST; by appointment for phone call or video conference. Additional days and times may be arranged upon request. Please email faculty to make arrangements/obtain Zoom link.

\*Best way to contact me.

**Do not send messages in Canvas, faculty may not receive these messages so they may not be responded to. Please utilize email.**

**Course Description:** This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for Psychiatric Mental Health Nurse Practitioner (PMHNP) practice; and the specific mental health needs of children and families. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to children, adolescents, and families in the context of a changing health care system. (125 clinical hours).

**Prerequisite:** Successful completion of, or concurrent enrollment in, NURS 5373

**Student Learning Outcomes:**

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

1. Demonstrate ability to apply theory and research to children, adolescents and families experiencing complex health problems.
2. Develop an age-appropriate treatment plan for mental health problems and psychiatric disorders based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.
3. Apply and integrate appropriate mental health theory and research in clinical application of care across the lifespan.
4. Demonstrate provision of ethical, evidence-based mental health care to cross the lifespan.

5. Generate appropriate differential diagnosis for mental health problems and psychiatric disorders.
6. Assess the impact of acute and chronic medical problems on psychiatric treatment.
7. Demonstrate ability to conduct individual and group psychotherapy.
8. Apply supportive, psychodynamic principles, cognitive-behavioral and other evidence-based psychotherapy/-ies to both brief and long-term individual practice.
9. Plans care to minimize the development of complications and promote function and quality of life.
10. Demonstrate ability to develop treatment plans for acute and chronic psychiatric disorders and mental health problems.
11. Demonstrate understanding of the importance of providing consultation to health care providers and others to enhance quality and cost-effective services.
12. Facilitate the transition of patients across levels of care, as appropriate.
13. Demonstrate understanding of the importance of attending to the patient- nurse practitioner relationship as a vehicle for therapeutic change.
14. Demonstrate ability to therapeutically conclude the nurse-patient relationship when transitioning the patient to other levels of care.
15. Demonstrate ability to address sexual/physical abuse, substance abuse, sexuality, and spiritual conflict across the lifespan.
16. Apply principles of self-efficacy/empowerment and other self-management theories in promoting relationship development and behavior change.
17. Identify and maintain ethical and professional boundaries to preserve the integrity of the therapeutic process.
18. Teach patients, families, and groups about treatment options with respect to developmental, physiological, cognitive, cultural ability and readiness.
19. Demonstration of the provision of psychoeducation to individuals, families, and groups regarding mental health problems and psychiatric disorders.
20. Modify treatment approaches based on the patient's ability and readiness to learn.
21. Consider motivation and readiness to improve self-care and healthy behavior when teaching individuals, families, and groups of patients.

### **Required Textbooks and Readings:**

1. American Nurses Association (2010). Nursing: Scope and standards of practice, 2nd Ed. Silver Springs, MD: Nursingbooks.org. ISBN: 9781558102828
2. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders Fifth Edition Paperback (DSM-5). American Psychiatric Association. ISBN 978- 0-89042-555-8
3. Johnson, K. & Vanderhoef, D. (2016). Psychiatric-mental health nurse practitioner, 4th Edition, Maryland, Silver Spring. ISBN: 9781935213826
4. Stahl, S. (2021). The Prescriber's guide, 7th Edition. New York, Cambridge University Press. ISBN: 9781108926010

### **Recommended Textbooks and Readings:**

1. Boland , B. J., & Sadock, V. A. (2022). Kaplan & Sadock’ s Synopsis of psychiatry: Behavioral sciences/Clinical psychiatry, 12th Ed. Philadelphia: Lippincott Williams & Wilkins. ISBN: 97819751455697.
2. Wheeler, K. (2013). Psychotherapy for the advanced practice psychiatric nurse: A how to guide for evidence-based practice 2nd Edition Springer Publishing. ISBN: 9780826110008\_
3. Zimmerman, Mark (2013). Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination. East Greenwich, RI: Psych Products Press. ISBN 9780963382115

### **Reference (optional):**

1. Jameson, J. L., Fauci, A. S., Kasper, D. L., Hauser, S. L., Longo, D. L., Loscalzo, J. (2018). Harrison’s principles of internal medicine (20<sup>th</sup>). New York, NY: McGraw-Hill

### **Required Course Equipment:**

- Lab coat
- UT Tyler student name badge (\$15.00)
- UT Tyler patch – purchased locally at CR Scrubs
- Cell phone with internet access
- **Web Cam for your computer**
- **Zoom**

### **Special Course Notes:**

This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for PMHNP practice; and the specific mental health needs across the lifespan. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to adults and older adults in the context of a changing health care system.

**The content of this course is web-based and may be subject to change at the discretion of the faculty according to current learning needs. Therefore, it is wise to review assigned readings and assignments on Canvas at the beginning of each week for possible updates. Notify the faculty immediately if there are issues that would delay submission of assignments.**

**Please refer to the online Course Calendar and online Course Schedule for weekly assignments and Due Dates.**

You are expected to be self-directed in your learning and to approach every learning opportunity with a clear understanding of the learning objectives.

### **INSTRUCTIONAL METHODS**

This course is taught in a web-enhanced format with online readings as well as scheduled on-campus labs throughout the semester. The following learning venues are included:

- Online learning activities and website media will be used. Students will access posted online coursework related to the required course textbook. Pertinent YouTube videos lectures will enhance the modules.
- There will be several required assignments to be turned in under the Assignments tab on Canvas.
- Optional readings and videos may be offered to enhance your learning.

Should you miss an exam for an excusable reason, the make-up exam may consist of an essay and fill-in-the-blank type questions or a clinical challenge assignment. Be aware that an excuse for make-up exams primarily consist of emergency situations only and not requests for personal vacations or scheduling conveniences.

**Work excuses or failure to adequately connect to the internet during exams are not necessarily considered reason enough to permit scheduling a make-up exam and may be evaluated on a case-by-case basis.**

If you have difficulties with internet connection, contact *Proctor U*, the online proctored testing platform, and then contact your faculty right away, to limit the delay time in starting an exam. Students should always notify the instructor prior to a foreseeable absence.

**Locations of Class:** Online, check course calendar there is a midweek class meeting in the evenings. This is subject to change, check the calendar published in the course when the semester begins.

**This course requires** you to use the Canvas learning management system to complete course work. Some assignments are timed and once logged on will need to be completed at that time in the time allotted; ensure you have reliable internet access for this online course.

Some semesters there may be quizzes or an exam through APEA. This is accomplished in their online secure website. A link will be provided in the course if this assessment method is in use. The exams in this course will be proctored using ProctorU, Zoom or APEA proctoring when in use.

You will need to have a webcam and microphone. If you are not able to provide these items, you must contact your professor by the end of the first week of the semester so we can arrange for you to take your exam on campus.

### **Clinical Course Requirements Information:**

#### **Clinical Hours Required**

NURS 5370 is a 125 clinical hour, 15-week course. Students can expect a minimum of 10 hours of clinical per week; no clinical time may be scheduled over University Holidays or Breaks nor during Finals Week. A minimum of 125 clinical hours is required for satisfactory completion of this course and a total of 500 (Certification Track) or 675 (MSN Track) clinical hours is required for the entire program. Each student must log 125 hours of precepted clinical time in this class. Observation is NOT ACCEPTABLE in the clinical setting. You must be actively assessing

patients and planning care for them. The breakdown of clinical hours for the entire NP program is as follows:

- NURS 5367 Adults and Older Adults: – 125 hours total
- NURS 5368 Adult/Gerontology – 125 hours total
- NURS 5370 Children/Families – 125 hours total
- NURS 5373 Capstone Lifespan – 125 hours total

All hours for the entire program are recommended to be completed with an Advanced Practiced Registered Nurse (APRN) who is credentialled as a Psychiatric Mental Health Nurse Practitioner (PMHNP-BC). It is permissible to accomplish clinical hours with a Licensed Psychiatrist (MD or DO) or a Physician's Assistant (PA) **who has a Certificate of Added Qualifications (CAQ) in Psychiatry.**

To meet the course learning objectives, a student may choose to work with the professionals at a setting that meets the educational needs for the semester.

**Please remember that students are not allowed to do clinicals where they are employed nor with a relative.** Each course has a specific population focus for clinicals, and clinical sites/preceptors must be approved by the clinical instructor.

### **1) Appropriate Clinical Attire**

Students should ask their preceptor how they should dress prior to arrival at the clinical site. Regardless of attire the UT Tyler ID badge must be always worn while in the clinical area. Remember, UT Tyler NP students are representing themselves and the university as future NP's and need to look the part. If appropriate for the setting, students may wear a lab coat. The Lab coat must have the UT Tyler School of Nursing patch on the left chest. All clothing should be clean, pressed, with no frayed hems showing. Should a preceptor advise the student to wear scrubs then this is permitted only in that preceptor's setting.

### **2) Preceptor Handbooks**

Students are required to give each preceptor a UT Tyler Preceptor Handbook and review the contents of the handbook with them. The Preceptor Handbook is available on Mission Possible in Canvas. In addition, students are expected to develop specific clinical objectives and provide them to each of their preceptors at the beginning of their clinical rotations.

### **3) Clinical Hours Documented within Inplace/Exxat**

Clinical hours data should be entered into Inplace/Exxat each night within 72 hours of the clinical date. Clinical time should not be used to enter data into Inplace/Exxat. The Inplace/Exxat hours and preceptor signature sheet hours must match. Students are to use the clinical time to see

patients as quickly and efficiently as possible. Students are **REQUIRED** to take a 30- minute lunch break with or without the preceptor after a 6 hour period of patient visits. Do not count lunch into the hours entered into Inplace/Exxat or on your Clinical Schedule or it will not be approved. should be documented appropriately. For example, an 8 hour day of clinical with a 30 minute lunch break should be listed as “7.5 hours ( 30 minute lunch break )” and the total number of hours should not include the lunch breaks.

**Confidentiality - maintain patient confidentiality by not removing any patient identifiers from clinics other than patient initials for the Inplace/Exxat log as this would be considered a HIPPA violation. Students may not take a printed patient schedule, lab, or any other printed information from the clinic setting. No screenshots or copies of any patient records are allowed.**

#### **4) Preceptor Signature Sheets**

**Preceptor signatures should be obtained each day the student is in clinical.** Please use the preceptor signature sheet located in Canvas. Students will need to verify their Inplace/Exxat submissions by showing they correlate with their preceptor signature sheets. **The student must add up the time on their preceptor signature sheet and the time on their Inplace/Exxat entries (excluding lunch) and these hours must correlate. A lunch break must be taken for all students of at least 30 minutes after a 4-hour period. This must be reflected in the Clinical Schedule or the Schedule will not be approved.**

#### **5) Clinical Performance Evaluations (CPEs)**

**Students must obtain a passing clinical performance evaluation by the student's faculty member before a grade in the course will be determined. For this course, the student is expected to make an appropriate plan of care for every patient seen in clinical. Students must also meet the satisfactory level of 80% on CPE and/or OSCES.**

Please see the Clinical Performance Evaluation (CPE) for specific areas evaluated. Students will be evaluated by their clinical faculty member using several means including, but not necessarily limited to, the following: observation, chart review, speed of patients seen, discussions with the student's preceptor(s), and review of feedback provided by the preceptor CPEs. Clinical performance requires application of key concepts in providing care to individuals and families as evidenced by documentation in the CPE.

**TWO CPE's are required for this course – one midterm and one final evaluation.** Students must satisfactorily complete the clinical performance component of the course to be eligible to pass the course. A review will be required if three or more C's or lower are received on the midterm evaluation. If 3 or more C's or lower are received on midterm and final evaluation, the student is subject to failing the course.

A minimum of 80% on OSCE performance from faculty and a minimum of two satisfactory CPE's from the preceptor must be completed to provide evidence of satisfactory performance. Failure to complete the clinical component satisfactorily will result in a course failure.

You must submit a Preceptor Signature Document in the assignment link along with CPE's (Clinical Performance Evaluations) and Summary of Clinical hours.

***\*\*CPE's ARE A CLINICAL COURSE REQUIREMENT!  
YOU WILL BE GIVEN AN INCOMPLETE IF NOT TURNED IN WHEN DUE***

**Note:** At the discretion of the faculty additional site visits and/or clinical hours (in 40-hour segments) may be added to the student's overall course requirement if the student does not perform satisfactorily during evaluation by either faculty or preceptor. In addition, faculty may make unannounced visits to the clinical site or call the preceptor at any time to evaluate a student's progress. Please be sure to keep faculty informed of any changes in clinical schedule/times. Should an unsatisfactory CPE/OSCES be documented, a subsequent CPE/OSCE may be needed. The subsequent CPE/OSCES must demonstrate satisfactory performance for the student to pass the clinical portion of the course. Please note that there is a course requirement that ALL site visits (and all clinical hours) must be completed by the date on the course calendar. If the student fails their OCSEs or CPE, this may result in course failure.

- 6) **Clinical Logs**- Students must submit a summary of clinical hours showing the number of time spent with each patient, along with the exact details of the patient encounter ALONG with the Midterm CPE and Final CPE.

### **Graded Course Requirements Information:**

**Clinical Challenges** are an opportunity to synthesize materials learned in previous didactic courses and demonstrate clinical competency in the evaluation, diagnosis, and treatment of a patient presented in a time limited unfolding case study. Additional information will be provided in the course. (4 challenges, each worth 15% of the grade (60% in total))

**Clinical Challenge 3 and 4: This will be a Live Oral examination with your Faculty or a Peer Video Recording with a fellow Peer . This can or may change at the discretion of your faculty.**

- Clinical Challenges in the course will be given ONLINE, in a monitored environment. Clinical Challenges, like exams, must be taken during the time specifically designated unless other arrangements are made with instructors prior to the challenge. Special arrangements must be made on an as needed basis. There is no guarantee that any request will be approved.

- **Students must achieve an AVERAGE of 80 on all four Clinical Challenges to pass the course. Even though you may have enough percentage in other areas to raise your overall grade, you still will not pass the course without an 80 overall AVERAGE on all Clinical Challenges.**

- Each Clinical Challenges may be opened during the designated hours listed within Canvas. Once opened, the student will have 300 minutes to complete the challenge, after the allotted time has expired the challenge will shut off. These are individual assignments.

**SOAP notes:** these are weekly required submissions of documentation of the behavior, background, interventions, responses, and plan for future care of a patient seen that week at clinical. SOAP notes are ineligible for grading if a student misses the mandatory weekly debriefings. Ideally the student will write the SOAP note for one of the patients that was seen in clinical that week. Additional information and a detailed rubric are found in the course. (15% of grade)

**Clinical Documents:** This consists of items like the , preceptor contact meeting, updated student information in UT Tyler , Clinical Schedule, Mid-term and Final CPE, Summary of Clinical Hours, Clinical Hour documentation with preceptor signature, and other documentation concerning clinical attendance. Additional information will be provided in the course.

**Weekly Debriefings:**

Debriefings are held on a weekly basis in the evening on the day of the week as arranged by course faculty. A debriefing is an opportunity for the student to do a case presentation, participate in professional discussion and collegial discourse on the diagnosis and treatment of psychiatric patients seen by the students that week.

Students must attend and participate in the weekly debriefings as listed in the course calendar. Students are required to arrive on time, be in a quiet private setting, and have their camera on the entire time, driving is not permitted as this is a safety hazard. **Debriefing is required attendance is 5 sessions or the student is ineligible to pass the course, and the SOAP notes are ineligible for grading).** Cameras must be on at all times and the student must participate, or credit will not be given. If a student is driving or otherwise distracted the instructor reserves the right to remove that student from the session. Students must be on time, if a student is more than 10 minutes later the faculty reserves the right to not admit the student into the session.

**Mandatory OSCEs**

- Objective Structured Clinical Examinations (OSCEs) test your clinical skills in an environment modeled after the patient population you have seen in the clinicals. 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 OSCEs will occur on the UT Tyler campus and last most of the day. There are lab quizzes that accompany the OSCEs. OSCEs are MANDATORY to attend in person.
- The only exception to attending OSCEs is an emergency, and you must notify your faculty immediately before OSCEs.
- All lab quizzes and OSCEs must be passed with a grade of 80% or above to pass the course.
- 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/Exxat for credit as clinical experiences.

**Peer Video Recording OSCE** will be completed with a fellow classmate of yours. One student will act as the patient and one student will complete the assessment as the nurse practitioner. A DSM -V Diagnosis will be given to each group for preparation one week prior to the due to date of the video recording. The Rubric will be attached in the Canvas Course.

**Assignments and Weights/Percentage/Point Values**

Unit Exam Clinical Challenge 1	<b>15%</b>
Unit Exam Clinical Challenge 2	<b>15%</b>
Unit Exam Clinical Challenge 3 <b>(Peer Video OSCE Template)</b>	<b>15%</b>
Unit Exam Clinical Challenge 4 <b>(Peer Video OSCE Template)</b>	<b>15%</b>
Four detailed SOAP Notes	<b>20%</b>
APEA Predictor Exam	<b>10%</b>
Clinical Documents (Preceptor Contact, Clinical Schedule, Midterm Clinical Log and CPE, Final Clinical Log and CPE,)	<b>5%</b>
Debriefing/ Case Presentations	<b>5%</b>
<b>Total</b>	<b>100%</b>

## **Grading Scale:**

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
- 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). The simple average of all unit exam grades, including a final, must be at or above 80% to pass the course. Once the student has achieved a simple unit exam average of 80% or higher, course grades will be determined based on the weighted calculation of exams and other required course work. Students are required to achieve an average of 80% (B) to complete the course successfully.

Although the university policy allows 60 days for grade appeals, the School of Nursing follows a stricter timeline of 10 days to facilitate students' timely progression through the curriculum. In the case of extenuating circumstances, please consult the Associate Dean of Academic Affairs for guidance.

**Please Note:** Detailed information along with grading rubrics for course assignments will be provided in Canvas.

**Academic Integrity:** Cheating of any kind, as defined in Section 8 of the UT Tyler Manual of Policies and Procedures (MOPP) for Student Affairs (<https://www.uttyler.edu/mopp/>), will not be tolerated. Consequences may include: • reprimand • exam failure • course failure • expulsion from the Nursing program • expulsion from the University • other consequences as assigned.

**Exams including Clinical Challenges, homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.**

- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.
  - Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.
- Sanctions for uploading or otherwise divulging the contents of these materials can include:
  - a reduced or failing grade on an assignment
  - a reduced or failing grade for the course
  - removal from the Nursing program
  - removal from UT Tyler

**Late Policy:** 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

**Repeating a Course:** 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.

**Attendance and Make-up Policy:** Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

**Important Course Dates:**

Classes Begin: **January 2, 2025**

Census Date (withdraw without penalty): **January 14, 2025**

Last Date to Withdraw: **March 11, 2025**. Students, please notify your course faculty and contact your advisor.

**MLK Holiday:** January 20, 2025

**Spring Break:** March 17 – 21, 2025

**Finals Week:** April 14 – 18, 202

Week	1/2 – 1/11		Assignment	Details
1	1/12-1/18		First Zoom Meeting First meeting 6p-8pm	Course expectations and Syllabus review Syllabi, quizzes, assignments reviewed. <b>Zoom attendance is required</b>
2	1/19- 1/25		<b>SOAP NOTE #1</b> Full Clinical schedule due  Clinical Rotations/ Zoom Debrief	<b>SOAP Notes- 1/17/24</b> Required Clinical Documents / Preceptor Contact Meeting <b>Required to start Clinical Rotations</b> <b>5 debriefing sessions required- Weekly</b>
3	<b>1/20</b>		Census Date	
4	1/26- 2/1		<b>Clinical Challenge 1</b>  Clinical Rotations/ Zoom Debrief	<b>Course Exam 1 Clinical Challenge -1/24/24</b> Exam opens 8:00 AM CST Exam closes 11:59 PM CST
5	2/2- 2/8		<b>SOAP NOTE #2</b> Clinical Rotations/ Zoom Debrief	<b>SOAP Notes- 2/7/24</b> <b>5 debriefing sessions required</b>
6	2/9-2/15		Clinical Rotations/ Zoom Debrief	<b>5 debriefing sessions required</b>
7	2/16-2/22		<b>Clinical Challenge 2</b> Clinical Rotations/ Zoom Debrief	<b>Course Exam 2 Clinical Challenge – 2/14/24</b> Exam opens 8:00 AM Exam closes 11:59 PM
8	2/23-3/1		Mid-term CPE by preceptor due Clinical Rotations/ Zoom Debrief	Required Clinical Document <b>Remind preceptor to do this</b>
9	3/2-3/8		<b>Clinical Challenge 3</b> Clinical Rotations/ Zoom Debrief	<b>Course Exam 3 Clinical Challenge -3/7/24 (Peer Video Recording)</b> Exam opens 8:00 AM Exam closes 11:59 PM
10	3/9-3/15		<b>SOAP NOTE #3</b> Clinical Rotations/ Zoom Debrief	<b>SOAP Notes -3/14/24</b>
	<b>3/11</b>		<b>Last Day to Withdraw</b>	
11	3/16-3/22		Spring Break	
12	3/23-3/29		<b>Clinical Challenge 4</b> Clinical Rotations/ Zoom Debrief	<b>Course Exam 4 Clinical Challenge – 4/4/24 (Peer Video Recording)</b> Opens at 8:00 AM on Closes at 11:59 PM on
13	3/30-4/5		Clinical Hours Documentation Clinical Rotations/ Zoom Debrief	Required Clinical Document
14	4/6-4/12		<b>SOAP NOTE #4</b> Final Preceptor CPE	<b>SOAP Notes -4/11/24</b> Required Clinical Document
15	4/13-4/19		<b>4/14/24 - APEA PREDICTOR EXAM #2</b> End of Session Grades Due 4/22 at NOON CST	 <b>TYLER</b>

**\*School of Nursing Policies and Additional Information:**

[https://www.utt Tyler.edu/nursing/college/student\\_guide\\_and\\_policies.php](https://www.utt Tyler.edu/nursing/college/student_guide_and_policies.php)

**Student Resources and University Policies are provided in Canvas.**

**\*AI Statement**

[Artificial Intelligence \(utt Tyler.edu\)](#)