

COURSE SYLLABUS

VNSG 1400.501 (4:3:3)

NURSING IN HEALTH AND ILLNESS I

Vocational Nursing Program

Health Occupations Department

Technical Education Division

Plainview Campus

South Plains College

Fall 2016

Plainview

COURSE SYLLABUS

COURSE TITLE: VNSG 1400.501 NURSING IN HEALTH AND ILLNESS I

INSTRUCTORS: Suzanne Griffin, AAS, ADN, RN
Alisha Edmunds, BSN, RN

**OFFICE LOCATION &
PHONE / E-MAIL:**

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OFFICE HOURS: M8:00 AM – 9:00 AM and 1:00 PM – 4:00 PM
T8:00 AM – 9:00 AM and 1:00 PM - 4:00 PM
W, TR, F.....BY APPOINTMENT

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT’S LIFE

COURSE DESCRIPTION:

This course is an introduction to the general principles of growth and development, primary health care needs of the patient across the lifespan, and therapeutic nursing intervention.

STUDENT LEARNING OUTCOMES:

The student will describe and discuss the uniqueness of the geriatric patient related to physical, mental, and emotional changes associated with the aging process; describe the psychosocial, growth and development, and physiological needs of patients across the lifespan; Identify primary health care needs of the client; and identify the basic interventions to support the patient and family during life stages including death and dying.

COURSE COMPETENCIES (Learning Outcomes):

The student must complete this course with a 77% or above based on the following objectives:

1. Demonstrate a basic understanding of the physiological mechanisms that alter the function of individual body organs in the aging adult.
2. Recognize the integrated whole being and how a change in one organ system affects other body systems.
3. Identify implications for nursing interventions to assist the older adult to adapt to the problems associated with functional decline.

4. Identify means by which the nurse can assist the aging adult and his family in health/wellness promotion and maintenance.
5. Describe the components of a systematic assessment of the geriatric client, both in terms of wellness and functional disability.
6. Recognize the role of rehabilitation in restoring the infirmed geriatric client to as full and independent a life as possible.
7. Demonstrate modified nursing approaches to assist to meet the physiological and psychological needs of the older adult.
8. Identify community resources available to assist the older adult in maintaining independence to buffer effects of restrictions imposed by aging.
9. Identify lab tests and normal values for each system and integrate into geriatric plan.
10. Demonstrate an understanding of pharmacology using the nursing process approach.
11. Be familiar with basic terminology in classification of medications, both by action and by body system.
12. Identify the essential nutrients and their functions.
13. Identify the components of the MyPlate Model and Recommended Daily Allowances.
14. Identify the ways in which the consumer benefits from regulations governing the food industry.
15. Discuss ways in which the nurse can contribute to nutritional wellness as a preventive against disease.
16. Discuss nursing responsibilities and interventions integral in nutrition.
17. Prepare a therapeutic diet plan using principles of good basic nutrition and assessment of the dietary needs: prepare therapeutic diet teaching plans and implement them in simulated clinical situations.
18. Apply principles of nutrition essentials to food selection and preparation.
19. State the origin and definition of pharmacology
20. Distinguish differences in definitions, names, standards and information sources in pharmacology.
21. Explain nursing assessments necessary to evaluate potential problems associated with the absorption of medications.
22. Discuss nursing interventions that can enhance drug absorption.
23. Differentiate between selective and general types of drugs.
24. Discuss the effects of drug actions across the life span with focus on geriatrics.
25. Differentiate among cognitive, affective and psychomotor learning domains with the emphasis on patient education and health promotion.
26. Define and demonstrate competency of the six rights of drug administration and knowledge of equipment and basic administration procedure techniques.
27. Demonstrate a workable knowledge of conversion tables and calculation of dosages.
28. Describe safe practices for care and storage of medications.
29. Demonstrate knowledge of standard abbreviations used in medication therapy.
30. Demonstrate appropriate documentation of a drug order and medication administration.

ACADEMIC INTEGRITY:

Refer to the SPC catalog and the VNP Student Handbook.

SCANS AND FOUNDATION SKILLS:

C – 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

F – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

VERIFICATION OF WORKPLACE COMPETENCIES:

NCLEX – PN Licensure Examination eligibility following successful completion of the one-year vocational nursing program.

TEXTBOOKS:

Lutz, C., Mazur, E., Litch, N. (2015). Nutrition and Diet Therapy, 6th Ed. Philadelphia, PA. FA Davis
Dahlkemper, T. (2016). Anderson's Caring for Older Adults Holistically, 6th ed. Philadelphia: FA Davis.

Williams, Linda S., MSN, RN and Hopper, Paula D., MSN, RN (2015). Understanding Medical Surgical Nursing, 5th Ed. Philadelphia, PA. FA Davis

Study Guide to accompany text

Curren, Anna M., RN, MA and Witt, Margaret, BSN, RN, MPT, DPT (2015). Math for Meds, 11th Ed. Stamford, CT. Delmar Cengage Learning

SPC Levelland Math Department (2014) Fundamental Arithmetic for Nurses, Levelland, TX. SPC Publications

Burton, Marti A., R.N., B.S. and Ludwig, Linda J. May, R.N., B.S., MEd (2015). Fundamentals of Nursing Care – Concepts, Connections, and Skills, 2nd Ed. F. A. Davis Company, Philadelphia

Watkins, C. (2013). Pharmacology Clear & Simple, 2nd Ed. F. A. Davis Company, Philadelphia
Occasionally, the student will be required to utilize outside references.

ATI Support Materials: Pharmacology Made Easy 3.0, and Skill Modules: Medication Administration # 1, Medication Administration # 2, & Medication Administration # 3.

Assessment Technologies Institute, Leawood, KS.

ATTENDANCE POLICY:

Refer to the SPC catalog and the Plainview VNP Student Handbook. This course is a 4 credit hour course (96 contact hours) with 6 hours allowable absence. Three tardies count as one hour absence.

COURSE REQUIREMENTS:

1. Completion of assigned reading.
2. Participation in class discussion.
3. Following provided rubrics for all assignments.
4. Completion of all assignments, quizzes, and exams administered. Seek instructor guidance and follow student handbook when absences occur.
5. Completion of scheduled ATI assessments and CAI programs assigned.
6. Completion of drug summaries and diagnosis summaries as assigned.
7. Completion of ATI support materials as assigned.
8. Utilization of assigned class time and VNP PM Lab Hours for medication administration skill practice.
9. Written assignments must be submitted following the "General Rubric for Formal Assignments" (See below)

General Rubric for Formal Assignments

Please use these SPC Handbook / APA format guidelines given to you.

1. Use 1" margins on paper throughout.
2. All papers are to have a "Running head" with title of paper (30 character max). This will continue through entire paper on the top, left hand page. This video may be beneficial: <https://www.youtube.com/watch?v=Krwf3TDD1vU>
3. Last name and page number are to be flush in right top corner. With students that share a last name with other classmates, it is acceptable to use first initial and last name with page number. This will continue through entire paper.
4. Type is in 12 point font and Times New Roman, entire typed paper is to be double spaced.
5. All papers are to be typed, and at least 6 pages (including cover and reference; There should be a minimum of 4 pages of paragraphed or otherwise displayed content as assigned). Be sure to not leave out important content, but also do not be too wordy or repetitive with content in paper.
6. Create title page with centered in page- information in order as follows: Title of paper, Course/ class, Instructors name and credentials, your name, school/ college, and last the date.
7. Abstract follows title page. This is a summary of the whole paper in a single paragraph. A paragraph is 3-5 full sentences or a word count between 150-250 words. **It is usually easier to write after the final draft is completed so information is not missed in summary.
8. There needs to be an introduction and conclusion (introduction is different than abstract). Use heading titles for each part of the body of your paper except introduction.

9. Cite your sources in the body of the paper (also known as in text citations). This type of citation is found in parenthesis within the length of the paper often crediting information to source by listed author(s) and year.
10. Your references must be on a combined reference page in alphabetized order (refer to APA PowerPoint handouts that will be given to you). References and alternate sources for information cannot be outdated past 5 years from date (nothing past August 2011) There needs to be at least 3 sources additional from your book(s) (Minimal limit of 4) in the paper and 1 can not be an internet source Do not plagiarize and steal credit for information that is not yours (refer to handbooks/ policies as needed). At the instructor's request with giving an assignment, you may be asked to submit it on Blackboard with the 'Turn It In' service.
11. You may use credible internet resources to assist with your paper and APA format. Some computer programs may have APA built in. Just make sure that paper is in specified format of APA requirements listed here. All outside internet resources need to be instructor approved, please follow posted office hours for appointments.
12. Spell out all numbers, don't use contractions or abbreviations/ acronyms.

Websites with credibility to assist you with your APA/ Formal Assignment Guidelines are:

<https://owl.english.purdue.edu/owl/resource/560/01/>
<http://www.citefast.com/>

Follow directions and do not procrastinate until last minute. Start now and give yourself time. Use rough drafts (final draft only is submitted), and take pride in your work. Breathe and do not stress. Other handouts given will be resourceful with setting up appropriate format for your formal papers. Mrs. Edmunds has an APA Manual for formal assignments to assist you by appointment in her office.

When hesitant on what is expected of you, please keep open communications with the instructor assigning the assignment.

10. Computer assisted instruction (CAI) programs may be assigned for corresponding units of study. Due dates for these program assignments will be announced by instructor.
11. Acknowledge and demonstrate understanding the SPC Nursing Department Honesty Policy and Plagiarism Declaration. Please complete Declaration form at end of syllabus and submit to the nursing office no later than by the end of the third class day.

GRADING:

Content Exams / ATI Exams / Abbreviations & Equivalents and Dosage Calculations Competencies / Final Exam	60%
Drug Summaries / Diagnosis Summaries / Nutrition Formal Assignments	30%
Class Participation / Daily Work or Quizzes.....	10%

Grading Scale: A	93 – 100	
B	84 – 92	
C	77 – 83	* 77% is passing for all nursing courses
D	70 – 76	
F	69 or below	

SCHEDULE OF CLASSES:

08/29/2016	Orientation to Course
08/30/2016 (Griffin)	<u>Math for Meds:</u> Chapter 4 Metric/International (SI) System Chapter 5 Unit, Percentage, Milliequivalent, Ratio, & Household Measure <u>Fundamentals of Nursing Care:</u> Electronic Study Guide Abbreviation Tables ATI support materials for abbreviations and equivalents Handout Activity # 1 (Due date TBA)
09/01/2016 (Edmunds)	Dahlkemper- Chapters 1 & 2 Lutz, Mazur, Litch – Chapter 1 & 2 ATI - Intro to Pharmacology, Drug Categories, Generic vs Trade Name, Therapeutic Equivalence (<u>ATI PME 3.0 may have to be completed outside of lecture time occasionally</u>)
09/06/2016 (Griffin)	Handout Activity # 2 (Due date TBA) Physician Order Transcriptions (Edmunds) 1100-1200 Wal-Mart Field Trip
09/08/2016 (Edmunds)	Dahlkemper – Chapter 3 & 4 Lutz, Mazur, Litch - Chapter 2 cont. & 3 ATI- Prescription vs Non-Prescription, Pharmaceutics, Pharmacokinetics, Pharmacodynamics/ Body Systems

- 09/13/2016 ***** Mass Casualty Activity *****
- 09/15/2016 (Edmunds) Dahlkemper – Chapter 4 & 5
Lutz, Mazur, Litch – Chapter 4 & 5
ATI – Expected Pharmacological Action and Therapeutic Uses,
Side Effects and Adverse Reactions
- 09/20/2016 (Griffin) Handout Activity # 3 (Due date TBA)
- 09/22/2016 (Edmunds) Dahlkemper - Chapter 6 & 7
Lutz, Mazur, Litch – Chapter 6
ATI Tolerance, Cumulative Effect and Toxicity
- 09/27/2016 (Griffin) Review of Handout Activity Questions and Math for Meds Chapter Concerns
ATI Skills Module Medication Administration # 1
- 09/29/2016 (Edmunds) Dahlkemper - Chapter 8 & 9
Lutz, Mazur, Litch - Chapter 7
ATI – Precautions and Contraindications
- 10/04/2016 (Griffin) **Abbreviations & Equivalent Competency**
*COMPETENCY OF 93% OR ABOVE MUST BE ACHIEVED ON **ABBREVIATIONS & EQUIVALENTS AND DOSAGE CALCULATIONS COMPETENCY** ADMINISTERED LATER IN THE SEMESTER. YOUR INITIAL SCORE WILL BE THE SCORE RECORDED. YOU WILL HAVE THREE OPPORTUNITIES TO ACHIEVE THIS LEVEL OF COMPETENCY BY FRIDAY, DECEMBER 9, 2016. IF 93% OR ABOVE IS NOT ACHIEVED (FIRST AND SECOND ATTEMPTS), ARRANGEMENTS MUST BE MADE WITH MRS. GRIFFIN FOR RETAKES. THE RETAKES MAY NOT BE COMPLETED DURING CLASS TIME. SHOULD AFTER THE THIRD ATTEMPT COMPETENCY IS NOT MET, THE OBJECTIVES FOR THIS COURSE WILL NOT BE MET AND A FAILING GRADE WILL BE ISSUED.*
- 10/06/2016 (Edmunds) Dahlkemper- 10 & 11, Exam Review
Lutz, Mazur, Litch- Chapter 8, Start Demonstrations
ATI – Drug-Drug, Drug- Food, & Drug Herbal Interactions
- 10/11/2016 (Griffin) Math for Meds:
Chapter 6 Oral Medication Labels and Dosage Calculation
ATI Tutorial: Dosage Calculation 2.0 – Ratio and Proportion
ATI Skills Modules: Medication Administration # 2 AND
Medication Administration # 3
- 10/13/2016 (Edmunds) Nutrition Demonstrations
Review (Geri 1-11) Nutri (1-8)
ATI – Drug Therapy Across the Lifespan

- 10/18/2016 (Griffin) **Math for Meds Exam (Chapters 4, 5, and 6; ATI support materials)**
- 10/20/2016 (Edmunds) **Exam VNSG 1400 (Geri 1-11) Nutri (1-8) Exam**
 Dahlkemper - Chapter 12
 Lutz, Mazur, Litch 9 & 12
 ATI – Patient Instructions and Patient Administration Safety
- 10/25/2016 (Griffin) **Math for Meds:**
 Chapter 7 Safe Medication Administration
 Chapter 8 Hypodermic Syringe Measurement
- 10/25/2016 (Edmunds) Dahlkemper - Chapter 13 & 14 & 15
 Lutz, Mazur, Litch 13 & 14
 ATI – Drills
- 11/01/2016 (Griffin) **Math for Meds:**
 Chapter 9 Parenteral Medication Labels and Dosage Calculation
 Chapter 10 Reconstitution of Powdered Drugs
 Chapter 11 Measuring Insulin Dosages
- 11/01/2016 (Edmunds) **ATI Pharmacology Made Easy Exam**
 Dahlkemper - Chapter 16 & 17
 Lutz, Mazur, Litch: Grocery Store Shopping Formal Assignment
Exam Review (Geri 12- 17) Nutri (9, 12-14)
- 11/08/2016 (Griffin) **Math for Meds:**
 Chapter 14 Formula Method
 Chapter 15 Adult & Pediatric Dosages Based on Body Weight
 Chapter 16 Adult & Pediatric Dosages Based on Body Surface Area
 Summary Self-Tests and ATI Support Materials Review & Completion
- 11/08/2016 (Edmunds) **Exam VNSG 1400 Exam 2 (Geri 12- 17) Nutri (9, 12-14)**
 Lutz, Mazur, Litch 15 & 16
 Williams, Hopper - Chapter 1 Critical Thinking
- 11/15/2016 (Griffin) Chapter 22 Pediatric Oral & Parenteral medications
 Video Presentation: Pediatric Medication Administration-Principles &
 Calculations
 Summary Self-Tests and ATI Support Materials Review & Completion
- 11/15/2016 (Edmunds) Dahlkemper 17 & 18
 Nutrition Review, ATI Text review; Nutrition Dietary **Individual** Discussion
 Assigned
 Williams, Hopper - Chapter 1 Nursing Process

11/22/2016 (Griffin) Continued Review of Medication Administration with Math for Meds and ATI Skills Modules Medication Administration # 1, #2, & #3 with lab practice.

11/22/2016 (Edmunds) Dahlkemper - Chapter 19 & 20
Nutrition Dietary **Group** Discussion Analysis Assigned

11/29/2016 (Griffin) **Dosage Calculations Competency**
Final Exam Study Guide

11/29/2016 (Edmunds) Dahlkemper - Chapter 21 & 22
Nutrition Dietary Analysis Paper Due by 1000

12/06/2016 (Griffin) Skill Performance Prep: PO, SC, IM administration

12/06/2016 (Edmunds) Final Review

12/13/2016 **Comprehensive Final Exam**

COURSE OUTLINE:

Caring for Older Adults Holistically

Unit I Foundations of Care for the Older Adult

- I. Holistic Caring
- II. The Aging Experience
- III. Supporting Life transitions
- IV. The Use of the Nursing Process and Nursing Diagnosis in the Care of Older Adults
- V. Promoting Wellness
- VI. Focus on Nutrition for Older Adults
- VII. Activity, Rest and Sleep as a Criteria for Health
- VIII. End of Life issues in older Adults
- IX. Environments of Care

Unit II Clinical Practice in Geriatric Nursing

- X. Common Infectious Diseases
- XI. Common Medical Diagnosis
- XII. Common Clinical Problems: Psychological
- XIII. Rehabilitation and Restorative Care
- XIV. Laboratory Values and Older Adults

Nutrition and Diet Therapy

Unit I The Role of Nutrients in the Human Body

- I. Nutrition in Human Health
- II. Carbohydrates
- III. Fats
- IV. Protein
- V. Energy Balance
- VI. Vitamins
- VII. Minerals
- VIII. Water
- IX. Digestion, Absorption, Metabolism, and Excretion

Unit II Family and Community Nutrition

- I. Life Cycle Nutrition the Mature Adult
- II. Food Management

Unit III Clinical Nutrition

- I. Nutrient Delivery
- II. Interactions: Food and Nutrients Versus Medications and Supplements

ATI Support Materials for Essentials of Medication Administration

Pharmacology Made Easy 3.0

Math for Meds

Section 2 Introduction to Drug Measures

- I. Metric/International (SI) System
- II. Unit, Percentage, Milliequivalent, Ratio, and Household Measures

Section 3 Reading Medication Labels and Syringe Calibrations

- I. Oral Medication Labels and Dosage Calculation
- II. Safe Medication Administration
- III. Hypodermic Syringe Measurement
- IV. Parenteral Medication Labels and Dosage Calculation
- V. Reconstitution of Powdered Drugs
- VI. Measuring Insulin Dosages

Section 4 Dosage Calculations

- I. Ratio and Proportion
- II. Dimensional Analysis / Units Conversion
- III. Formula Method

Section 5 Dosage Calculation from Body Weight and Body Surface Area

- I. Adult and Pediatric Dosages Based on Body Weight
- II. Adult and Pediatric Dosages Based on Body Surface Area

Section 7 Pediatric Medication Calculations

- I. Pediatric Oral and Parenteral Medications

ATI Skills Modules

Medication Administration # 1

The purpose/goal of this module is to provide comprehensive information about safety, care, and patient teaching during medication administration.

Medication Administration # 2

The purpose/goal of this module is to provide comprehensive information about administering oral, ophthalmic, otic, nasal, vaginal, and rectal medications. This module also includes administering medications through a nasogastric tube.

Medication Administration # 3

The purpose/goal of the module is to provide comprehensive information about the safe and accurate administration of injections.

SCANS COMPETENCIES

RESOURCES – Identifies, Organizes, Plans, and Allocates Resources

- C-1 **TIME** – Selects goal – relevant activities, ranks them, allocates time and prepares and follows schedules.
- C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- C-3 **MATERIALS & FACILITIES** – Acquires, stores, allocates and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** – Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

INTERPERSONAL – Works With Others

- C-5 Participates as a member of a team - contributes to group effort.
- C-6 Teaches others new skills.
- C-7 Serves Clients/Customers – works to satisfy customer’s expectations.
- C-8 Exercise Leadership – Communicates ideas to justify position, persuades and convinces others responsibility challenges existing procedures and policies.
- C-9 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-10 Works With Diversity – Works well with men and women from diverse backgrounds.

INFORMATION – Acquires and Uses Information

- C-11 Acquires and evaluates information.
- C-12 Organizes and maintains information.
- C-13 Interprets and communicates information.
- C-14 Uses computers to process information.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – Knows how social, organizational, and technological systems work and operate effectively with them.
- C-16 Monitors and Corrects Performance – Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems’ performance, and corrects malfunctions.
- C-17 Improves Or Designs Systems – Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works With a Variety of Technologies

- C-18 Selects Technology – Chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – Prevents, identifies, or solves problems with equipment, including computers and other technologies

FOUNDATION SKILLS

BASIC SKILLS – Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading – Locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules.
- F-2 Writing – Communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts.
- F-3 Arithmetic/Mathematics – Performs basic computations; approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-4 Listening – Receives, attends to, interprets, and responds to verbal messages and other cues.
- F-5 Speaking – Organizes ideas and communicates orally.

THINKING SKILLS – Thinks Creatively, Makes Decisions, Solves Problems, Visualizes, Knows How to Learn, and Reasons

- F-6 Creative Thinking – Generates new ideas.
- F-7 Decision Making – Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-8 Problem Solving – Recognizes problems, devises and implements plan of action.
- F-9 Seeing Things in the Mind’s Eye – Organizes and processes symbols, pictures, graphs, objects and other information.
- F-10 Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-11 Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES – Displays Responsibility, Self-Esteem, Sociability, Self-Management, and Integrity and Honesty

- F-12 Responsibility – Exerts a high level of effort and perseveres toward goal attainment.
- F-13 Self-Esteem – Believes in own self-worth and maintains a positive view of self.
- F-14 Sociability – Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-15 Self-Management – Assesses self-accuracy, sets personal goals, monitors progress and exhibits self-control.
- F-16 Integrity / Honesty – Chooses ethical courses of action.

SCANS FOUNDATION AND COMPETENCY SKILLS (by course)

	<u>Foundations; (F)</u>	<u>Competencies: (C)</u>
ECON 230:	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 17	2, 15
ENGL 1301	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7, 8
1302	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7

GOVT	2301	1, 2, 10, 11, 12, 17	15
HIST	1302	1, 2, 5, 10, 11, 12, 17	15
MATH	1314	3, 4, 9, 10, 11, 12	–
PSYC	2301	1, 2, 10, 11, 12, 15, 16, 17	4, 14
READ	1314	1, 2, 5, 7, 8, 9, 10, 11, 12, 15, 17	1, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15
SPCH	1321	2, 4, 5, 6, 7, 8, 9, 10, 13, 14	1, 5, 6, 7, 14
SOC	1301	1, 2, 5, 8, 9, 10, 11, 12, 15, 16, 17	4, 14
PHYS	1315	1, 2, 4, 10, 11, 12	–

Example for PSYC: Scans: Foundation Skills: 1, 2, 10, 11
Competencies: 4, 13

Syllabus Statements:**Disabilities Statement:**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Non-Discrimination Statement:

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Vice President for Student Affairs, South Plains College
1401 S. College Avenue, Box 5, Levelland, TX 79336
806-894-9611

**Plagiarism Declaration
Department of Nursing
South Plains College**

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism¹

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

Printed Name

Signature

Date

Smith, L. Conquering plagiarism in nursing education. *Nursing 2016*. 2016; 46(7):17-19.