

COURSE SYLLABUS

VNSG 1400.501 (4:3:3)

NURSING IN HEALTH AND ILLNESS I

Vocational Nursing Program

Health Occupations

Health Sciences Division

Plainview Center

SOUTH PLAINS COLLEGE

Fall 2021

Plainview

COURSE SYLLABUS

COURSE TITLE: VNSG 1400.501 NURSING IN HEALTH AND ILLNESS I
INSTRUCTOR: Suzanne Griffin, AAS, ADN, RN
OFFICE LOCATION & PHONE / E-MAIL: PC 104 F / 806-296-9611 EXT. 4405 / sgriffin@southplainscollege.edu
OFFICE HOURS: M & T..... 1:00 PM – 4:00 PM
W & TR By Appointment
F 1:00 PM – 3:00 PM

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT’S LIFE

COURSE SYLLABUS STATEMENT:

In compliance with GA-38, SPC will not require any person to wear a face covering. However, we support anyone who chooses to wear a face covering to maintain safety as greater numbers of students, employees, and visitors come to our different campuses. This policy is subject to change.

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19. • Cough, shortness of breath, difficulty breathing • Fever or chills • Muscles or body aches • Vomiting or diarrhea • New loss of taste and smell.

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376.

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 interventions.

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 of care.
10. Demonstrate an understanding of pharmacology in caring for the geriatric client 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 basic 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:

Dahlkemper, T. (2020). Anderson's Caring for Older Adults Holistically, 7th Ed. Philadelphia: FA Davis.

Williams, Linda S., MSN, RN and Hopper, Paula D., MSN, RN (2019). Understanding Medical Surgical Nursing, 6th 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

Burton, Marti A., R.N., B.S., Smith, David W., M.S.N., R.N., and Ludwig, Linda J. May, R.N., B.S., MEd (2019). Fundamentals of Nursing Care – Concepts, Connections, and Skills, 3rd Ed. F. A. Davis Company, Philadelphia

Watkins, C. (2018). Pharmacology Clear & Simple, 3rd Ed. F. A. Davis Company, Philadelphia

Leek, Valerie (2018). Pharm Phlash! Pharmacology Flash Cards, 3rd Ed., F. A. Davis Company, Philadelphia

Vallerand, A. H. and Sanoski, C. A., (2021). Davis's Drug Guide for Nurses, 17th Ed., F. A. Davis Company, Philadelphia

Occasionally, the student will be required to utilize outside references.

ATI Support Materials: Nutrition for Nursing Review Module, 7.0 Ed., Assessment Technologies Institute, Leawood, KS.

ATTENDANCE POLICY:

Refer to the SPC catalog and the Plainview VNP Student Handbook. This course is a 4 semester hour course with 8 hours allowable absence. Three tardies count as one hour absence.

Dropping a class

Students should submit a [Student Initiated Drop Form](#) online.

Students will not be required to obtain an instructor signature to drop, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. **There will be no charge for drops for the fall or spring semesters.**

Withdrawing from all classes

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

Schedule Change (after late registration and before census date)

To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a [Schedule Change Form](#).

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email registrar@southplainscollege.edu with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

For additional information regarding schedule changes, drops and withdrawals, [click here](#).

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 drug summaries and diagnosis summaries as assigned.
6. Completion of ATI support materials as assigned.
7. Utilization of assigned class time for medication administration skill practice.
8. Written assignments must be submitted following the "Documentation Guidelines and APA Formatting (See below)

Documentation Guidelines and APA Formatting:

Information to be reviewed in a class session at the beginning of the semester. Details of presentation and handouts to be provided.

GRADING:

Content Exams /Abbreviations & Equivalentents and Dosage Calculations Competencies / Final Exam	60%
Drug Summaries / Diagnosis Summaries / Nutrition Content Review Activities	30%
Class Participation / 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	

All assignments, lectures, skills, or exams are subject to change per instructor’s discretion.

SCHEDULE OF CLASSES:

WEEK 1

8-30-21 VNP Orientation to Course

9-2-21

Curren/Witt:

Chapter 4 Metric/International (SI) System

Chapter 5 Unit, Percentage, Milliequivalent, Ratio, & Household Measure

Burton/Smith/Ludwig:

Utilize Chapter 5:

Table 5.1 The Joint Commission's "Do Not Use" Abbreviations,

Box 5.1 Commonly Used Health-Care Abbreviations, and

Figure 5.9 The 24-Hour Clock

Abbreviation & Equivalents Handout Activity # 1

Dahlkemper:

Chapter 1 Holistic Caring

Chapter 2 The Aging Experience

ATI: Nutrition for Nursing Review Module:

Begin Unit I Principles of Nutrition: Chapter 3 Nutrition Assessment/Data Collection

WEEK 2

9-9-21

Diagnosis Summary # 1

Drug Summary # 1

Nutrition Content Review Activity # 1

Abbreviations & Equivalents Handout Activity # 2

Physician Order Transcription Activity

Watkins:

Chapter 1 (page 10) The Roles of the LPN, LVN, & MA in the Administration of Medications

Chapter 3 (page 36) Table 3.2 Abbreviations for Drug Administration

Chapter 5 (page 74) Table 5.1 Abbreviations Related to Medication Administration

Appendix A Drug Classifications (Begin to learn – flash cards are helpful – this information will be studied and reviewed throughout the year) ☺

Dahlkemper:

Chapter 3 Supporting Life Transitions & Spirituality

Chapter 4 The Use of the Nursing Process & Nursing Diagnosis

WEEK 3

9-16-21

Physician Order Transcriptions continued

Dahlkemper:

Chapter 5 Legal, Ethical, & Financial Considerations

WEEK 4

9-23-21

Diagnosis Summary # 2

Drug Summary # 2

Nutrition Content Review Activity # 2

Abbreviations & Equivalents Handout Activity # 3

Dahlkemper:

Chapter 6 Promoting Wellness

Chapter 7 Safety

ATI Nutrition Review Module:

Chapter 4 Guidelines for Healthy Eating

WEEK 5

9-30-21

Review of Handout Activity Questions and Math for Meds Chapter Concerns

Dahlkemper:

Chapter 8 Nutrition

ATI Nutrition Review Module:

Chapter 7 Nutrition Across the Lifespan (Adulthood and Older Adulthood)

WEEK 6

10-7-21

ABBREVIATIONS & EQUIVALENTS 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 10, 2021. 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.*

Diagnosis Summary # 3
Drug Summary # 3
Nutrition Content Review Activity # 3

Dahlkemper:
Chapter 9 Activity, Rest, & Sleep as Criteria for Health
Chapter 10 End-of-Life Issues

ATI Nutrition Review Module:
Chapter 6 Cultural, Ethnic, and Religious Influences

WEEK 7

10-14-21 Curren/Witt:
Chapter 6 Oral Medication Labels and Dosage Calculation

Dahlkemper:
Chapter 11 Environments of Care

ATI Nutrition Review Module:
Chapter 1 (Carbohydrates and Fiber)

WEEK 8

10-21-21 **EXAM 1**
AM* (Curren/Witt: Chapters 4, 5, & 6)
PM* (Dahlkemper: Chapters 1 - 11)
(ATI Nutrition Review Module: Chapters 3, 4, 6, & 7)

Diagnosis Summary # 4
Drug Summary # 4
Nutrition Content Review Activity # 4

WEEK 9

10-25-21 Curren/Witt:
Chapter 7 Safe Medication Administration
Chapter 8 Hypodermic Syringe Measurement

10-26-21 Dahlkemper:
Chapter 13 Infection

ATI Nutrition Review Module:
Chapter 1 (Proteins)

WEEK 10

11-1-21 *Diagnosis Summary # 5*
Drug Summary # 5
Nutrition Content Review Activity # 5

Curren/Witt:

Chapter 9 Parenteral Medication Labels & Dosage Calculation
Chapter 10 Reconstitution of Powered Drugs
Chapter 11 Measuring Insulin Dosages

11-2-21 Dahlkemper:
Chapter 14 Common Medical Diagnoses

ATI Nutrition Review Module:

Chapter 1 (Lipids)

WEEK 11

11-8-21 Curren/ Witt:
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

11-9-21 Dahlkemper:
Chapter 15 Physiological Assessment
Chapter 16 Common Clinical Problems: Physiological

ATI Nutrition Review Module:

Chapter 1 (Vitamins)

WEEK 12

11-15-21 Curren/Witt:
Chapter 22 Pediatric Oral & Parenteral Medications
Video Presentation: Pediatric Medication Administration-Principles &
Calculations
Summary Self-Tests

11-16-21 Dehlkemper:
Chapter 16 conclusion

ATI Nutrition Review Module:

Chapter 1 (Minerals and Electrolytes)

WEEK 13

11-22-21 Curren/Witt:
Continue Review of Medication Administration with lab practice

11-23-21 **EXAM 2**
(Dahlkemper: Chapters 12 -16)
(ATI Nutrition Review Module: Chapter 1)

ATI Nutrition Review Module:
Chapter 1 (Water)

WEEK 14

11-29-21 **Dosage Calculations Competency**

11-30-21 Dahlkemper:
Chapter 17 Psychological Assessment
Chapter 18 Common Clinical Problems: Psychological

WEEK 15

12-6-21 Skill Performance Lab Prep: PO, SC, IM Administration
Final Exam Study Guide

12-7-21 Dahlkemper:
Chapter 19 Rehabilitation and Restorative Care
Chapter 20 Pharmacology
Chapter 21 Lab Values

WEEK 16

12-14-21 **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 and Spirituality in the Elderly
- IV. The Use of the Nursing Process and Nursing Diagnosis in the Care of Older Adults
- V. Legal, Ethical, and Financial Considerations Regarding Older Adults
- VI. Promoting Wellness
- VII. Safety
- VIII. Nutrition for Older Adults
- IX. Culturally Specific Care
- X. Activity, Rest and Sleep as a Criteria for Health
- XI. End of Life Issues in Older Adults
- XII. Environments of Care
- XIII. Management and Leadership Role of the Licensed Practical/Vocational Nurse

Unit II Clinical Practice

- XIV. Infection
- XV. Common Medical Diagnoses
- XVI. Physiological Assessment
- XVII. Common Clinical Problems: Physiological
- XVIII. Psychological Assessment
- XIX. Common Clinical Problems: Psychological
- XX. Rehabilitation and Restorative Care
- XXI. Pharmacology and Its Significance for Older Adults
- XXII. Laboratory Values and Older Adults

ATI Support Materials

Nutrition for Nursing Review Module 7.0

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

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

4.1.1 Syllabus Statements

4.1.1.1. Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.2. 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.

4.1.1.3 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 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To [activate](#) accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or [email cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

4.1.1.5 Campus Concealed Carry Statement (Rev. 7/28/2021)

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations.

For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Student is responsible in following all clinical affiliate facility policies and procedures.

Syllabus Acknowledgement and Plagiarism Declaration
Department of Nursing
South Plains College
(VNSG 1400)

By signing this plagiarism declaration I acknowledge that I have read the syllabus, received a copy of the honesty policy, and have 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

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