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OFFICE OF THE
SENATE COUNCIL

1. General Information

1a. Submitted by the College of: NURSING

Date Submitted: 12/5/2014

1b. Department/Division: Nursing

1c. Contact Person

Name: Patricia Burkhart

Email: pvburk2@email.uky.edu

Phone: 3-6253

Responsible Faculty ID (if different from Contact)

Name: Patricia K. Howard

Email: pkhoward@uky.edu

Phone: 3-6253

1d. Requested Effective Date: Specific Term/Year¹ Spring 2015

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: NUR 386

2c. Full Title: Emergency Nursing Elective

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The course emphasizes critical thinking, planning, implementation and evaluation in the nursing management of patients requiring emergent trauma care. This course provides a foundation of trauma nursing and focuses on application of scientific process to needs of trauma patients.

- 2k. Prerequisites, if any: Successful completion of NUR 300 &301 or licensed RN or permission of instructor.
- 2l. Supplementary Teaching Component:
3. Will this course taught off campus? No
If YES, enter the off campus address:
4. Frequency of Course Offering: Spring,
Will the course be offered every year?: Yes
If No, explain:
5. Are facilities and personnel necessary for the proposed new course available?: Yes
If No, explain:
6. What enrollment (per section per semester) may reasonably be expected?: 20
7. Anticipated Student Demand
Will this course serve students primarily within the degree program?: Yes
Will it be of interest to a significant number of students outside the degree pgm?: No
If Yes, explain:
8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,
If No, explain:
9. Course Relationship to Program(s).
a. Is this course part of a proposed new program?: No
If YES, name the proposed new program:
b. Will this course be a new requirement for ANY program?: No
If YES, list affected programs:
10. Information to be Placed on Syllabus.
a. Is the course 400G or 500?: No
b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JDAVIS1|Joanne Davis|NUR 386 NEW College Review|20131223

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 386 NEW HCCC Review|20140520

SIGNATURE|JMETT2|Joanie Ett-Mims|NUR 386 NEW Undergrad Council Review|20150212

SIGNATURE|JDAVIS1|Joanne Davis|NUR 386 NEW College Review|20141205

SIGNATURE|JMETT2|Joanie Ett-Mims|NUR 386 NEW Undergrad Council Review|20150212

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	3984	NUR 386 UGC Review Checklist.docx
Delete	4429	Syllabus for NUR 386 ED Elective.docx

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|---------------------------------------|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ⁴ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

The course emphasizes critical thinking, planning, implementation and evaluation in the nursing management of patients requiring emergent trauma care. This course provides a foundation of trauma nursing and focuses on application of scientific process to needs of trauma patients.

k. Prerequisites, if any:

Successful completion of NUR 300 & 301 or licensed RN or permission of instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

- ▣ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ▣ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ▣ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:
 If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p>UGE Review (11/6/14)</p> <ul style="list-style-type: none"> -prereqs should match on eCATS form and syllabus -add make-up policy for missed work/exams with excused absence
<p>Committee Review ()</p> <p>Comments</p>

University of Kentucky

College of Nursing

NUR 386- EMERGENCY NURSING

ELECTIVE SPRING SEMESTER 2014

TBA
CON

Credit Hours: 1

Class will meet 8 times for 120 minutes for a total of 960 minutes of contact time. Dates will be determined prior to start of class.

Faculty:

Patricia Kunz Howard, PhD, RN, CEN, CPEN, NE-
BC, FAEN Course Coordinator
Office: A.00.403, Phone: 323-
6618

E-mail: pkhoward@uky.edu (preferred
contact choice) Office Hours: by appointment

Additional Faculty will assist as needed based on class
size.

THESE MATERIALS MAY NOT BE REPRODUCED WITHOUT WRITTEN PERMISSION OF OFFICE OF
THE DEAN UNIVERSITY OF KENTUCKY COLLEGE OF NURSING

**NUR 386 : Emergency Nursing Elective
Course Syllabus**

COURSE DESCRIPTION

The course emphasizes critical thinking, planning, implementation and evaluation in the nursing management of patients requiring emergent trauma care. This course provides a foundation of trauma nursing and focuses on application of scientific process to needs of trauma patients.

PREREQUISITES:

Successful completion of NUR 300 & 301 or licensed RN

STUDENT LEARNING OUTCOMES:

Upon completion of the course the student will be able to:

- a) Define trauma nursing.
- b) Discuss the team approach to trauma nursing.
- c) Identify epidemiologic characteristics associated with trauma.
- d) Describe the components of the primary and secondary assessments
- e) Identify life threatening conditions and interventions needed during the primary assessment.
- f) Discuss the nursing assessment and interventions for the patient with specific system and multi-system injuries
- g) Discuss the nursing assessment and interventions for special patient populations. h) Discuss the psychosocial assessment and nursing interventions for the trauma patient and family experiencing crisis and grief.
- i) Apply assessment and intervention knowledge when given a simulated trauma patient scenario.

TENTATIVE COURSE SCHEDULE:

(A course schedule with topics, class and exam dates will be provided on the first day of class)

- Class 1: Initial assessment and stabilization, shock lectures
- Class 2: Head, neck and chest trauma lectures
- Class 3: Musculoskeletal, vertebral, spinal cord and surface trauma lectures
- Class 4: Abdominal and special patient population lectures
- Class 5: Psychosocial aspects, disaster management and transition of care lectures
- Class 6: Psychomotor Skills Teaching: Airway, spinal protection & helmet removal
- Class 7: Psychomotor Skills Teaching: TNP
- Class 8: Exams: Written and TNP psychomotor station,

TEACHING METHODS

* Interactive Lecture/Discussion

Psychomotor skills (TNP) stations - Interactive simulated stations allow students to practice skills that include: airway management, spinal immobilization, helmet removal and trauma nursing process (TNP). The TNP station is a simulated scenario of a critically injured patient that facilitates application of knowledge presented in the lectures and the skills taught in the airway, spinal immobilization and helmet removal stations.

COURSE GRADING

Written examination

Demonstration of clinical competence in a scenario based psychomotor skill station for the injured patient (TNP). The TNP evaluation station is uses a different simulated scenario than is presented during the teaching skills stations and integrates content from lectures and the psychomotor skills teaching.

Grading Scale:

The UK College of Nursing grading scale will be used:

A = 92-100

B = 84-91

C = 76-83

D = 68-75

E = 67 or less

Course Grade Distribution and Description:

<i>Grading Activity</i>	<i>%</i>	<i>Comments</i>
One Written exam	50	Exam date: To be provided on first day of class
TNP Psychomotor skill station Exam	50	Exam Date: To be provided on first day of class
Total:	100	

Mid-term Grade

Midterm grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Summary Description of Graded Activities a)

WRITTEN EXAM

Access to exam room and seating

A specific testing environment has been established for comfort and testing security. Students are randomly seated for all exams. The exam rooms are set up in advance with bubble sheets and tests. For this reason, students may not enter the exam room until test time. Caps cannot be worn during exams. All personal items (including books, backpacks, purses, etc.) will be placed in the front or back of the room. Students are allowed to take only pencils, erasers, and a simple

(nonprogrammable) calculator to their assigned seating. Any other items to be taken to the desk are subject to faculty approval. Cell phones must be turned off. [In cases of emergency, the student must seek permission from the exam proctor to have the cell phone turned on at the student's testing desk.]

b) **PSYCHOMOTOR SKILL (TNP) STATION EXAM**

- o The teaching station will delineate the testing expectations.
- o The TNP station incorporates knowledge from lectures presented in class and skills learned in other teaching stations (airway, spinal immobilization, helmet removal).
- o The focus of this station is to highlight learner acquisition of assessment, management and evaluation of the patient with critical injuries.

Asking questions during testing

Questions will not be answered during testing (this includes the written exam and TNP exam station). The only exception is correction of major typographical errors. If a word is misspelled but readable, students should assume that it is the correctly spelled word, as faculty do NOT intentionally misspell words for any reason. Students will have the opportunity to challenge a test question/answer through a formal written mechanism described below.

Re-testing

Students will have the opportunity to re-test on either the written test or the TNP station but not both if unsuccessful on the initial attempt. The re-test date must be arranged with the faculty within 10 days of the original testing.

CLASSROOM POLICIES

1. **CELL PHONES and TEXTING**

The ringing or vibrating (buzzing) during class time of cell phones is extremely distracting to both teachers and students. Cell phones are to be turned off or placed on "no ring" and "no vibrate" and put away during class time. Texting other people during class defeats the purpose of coming to class and is not allowed. If there is an urgent situation in which you must have your phone/pager on, inform the classroom instructor before class.

2. **CLASS CANCELLATION/DELAY PLAN (INCLEMENT WEATHER OR INSTRUCTOR ILLNESS)**

Should class be cancelled for any reason, that day's lecture will be developed into a voice-over slide show and be uploaded onto the Blackboard course site to take the place of the in-class lecture. The student is responsible for the content the same as if class was actually held.

3. **ACADEMIC ACCOMMODATIONS DUE TO DISABILITY POLICY**

If you have a documented disability that requires academic accommodations, please contact the instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754). If the academic accommodation includes quizzes, exams, or timed writing exercises, you may be required to complete the activity at another time and location that is coordinated by the Disability Resource Center. The official letter of accommodation from the DRC must be delivered to the course instructor at least 7 working days prior to the exam in which accommodation is to be instituted to allow time for arranging the accommodations for the exam.

4. CLASS ATTENDANCE POLICY

Attendance in the classroom and TNP station activities is crucial. Students are strongly encouraged to attend lectures and it is required to attend all scheduled exam classes. Excused absences are as defined in *Student Rights and Responsibilities, Section 5.2.4.2*. You are allowed one missed lecture class without penalty. If more than one class time is missed, the final grade will be reduced by 2% grade reduction for each additional unexcused missed day.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Make-up Opportunities

Make-up work will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss quizzes or other graded projects because of arriving late to a class with an unexcused absence will not be able to make up that graded work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student's responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

TEXTBOOKS AND REQUIRED MATERIALS

A. Required

)> Emergency Nurses Association (2008). *Trauma Nursing Core Course*. Des Plaines, IL: ENA.

B. Recommended

)> Howard, P.K. & Steinman, R.A. (2010). *Sheehy's Emergency Nursing Text* (6th Ed). St. Louis, MO: Elsevier

ASSISTANCE FROM COURSE FACULTY

Students are welcome to drop by course faculty office during office hours to seek clarification of concepts, review a recent exam, or discuss study skills for succeeding in the course. Office hours for specific instructors are listed on the front of the syllabus.

BEHAVIORAL EXPECTATIONS

The attainment of educational goals is dependent on the professional and ethical conduct of the participants. Students and faculty work together and independently to maintain the academic and professional standards of the nursing profession.

As a community of learners, we believe that the College of Nursing students should:

- Conduct themselves in a mature, professional and civil manner in all interactions with their peers, faculty, clients/families and staff. Be honest and forthright at all times.
- Use self-discipline to not interrupt class with pagers, cellular telephones, and personal conversations.
- Accept responsibility for being in class on time and attending each session.
- Exercise the highest integrity in taking examinations and in gathering, analyzing, and processing information for submitted assignments. Persist despite obstacles.
- Value others and respect differences of opinion.
- Acknowledge the contributions of peers to the learning process. Respect others of every background, race, and age. Use differences as a means of growth.
- Take the initiative to ask questions that promote understanding of the academic process and the nursing profession.
- Communicate regularly with the faculty regarding information concerning the learning process.
- Promote partnership and team building to maximize the learning process.
- Use the *University of Kentucky Students Rights and Responsibilities* to guide academic and professional actions.
- Assume a leadership and mentor role.

(Adapted from: Ost, G.A. (2001). Student Nurses Organization: University of Missouri-Kansas City School of Nursing, *Pledge of Professional and Ethical Behavior*)

TEACHER/COURSE ELECTRONIC EVALUATIONS

The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet the requirement, the College of Nursing uses a web-based course evaluation.

All students enrolled in this course are required to visit the Course Evaluation website to fill out evaluations or to decline the opportunity within the designated time frame. Students who don't visit the website within the designated time will receive an incomplete (I) grade in the course that will remain until the website is visited. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching.

Evaluations are completely anonymous. The information is compiled and shared with individual faculty members, program directors, associate dean, and dean only after final grades are submitted.

ACADEMIC INTEGRITY

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please **note**: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

The vast majority of nursing students maintain a high level of academic integrity regarding exams. However, it is also true that not all students uphold this crucial principle. For this reason, this course includes an Academic Integrity Statement on the front cover page of its exams that is to be read and signed prior to beginning the exam. The statement, as presented on the exams, follows this page.

ACADEMIC INTEGRITY STATEMENT

Academic integrity is a basic guiding principle for all academic activity and all members of the University community are expected to adhere to this principle. Academic honesty includes a commitment not to engage in or tolerate acts of cheating on exams.

- o I understand that facilitating academically dishonest acts by others; writing down or sharing test items from memory; possession of an exam without the faculty member's permission; or permitting another to copy from my exam constitutes cheating.
- o I understand that using crib sheets; pre-programming a calculator; or using notes, books or other unauthorized media during a closed book exam constitutes cheating.

I have read and understand the academic integrity statement and by my signature I certify that I will maintain academic honesty on this exam.

Student Signature: _____