

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School: Public Safety and Health
Course Number: NURS 310
Course Name: Assessment, Evaluation & Clinical Decision Making
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: None

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Instructor Information

Instructor:

Email:

Course Description (Catalog)

This course explores the science of nursing assessment, evaluation, and decision-making. A self-assessment of the student's understanding of the science supporting nursing care is completed, and an action plan is formulated to further develop competencies in this area. Students develop case studies from their own practice to assess patients across the lifespan and evaluate the effectiveness of interventions. Online faculty-facilitated discussions provide the student with the opportunity to review and evaluate a variety of cases and patient presentations. (3 credit hours)

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Course Scope

This course is designed to provide the learner with advanced knowledge and skills needed to assess the health status of individual from infancy through old age. Emphasis is on the use of critical thinking skills in health assessment & promotion across the life cycle as well as examining human responses to health and illness. The incorporation of cultural competence into assessment skills is explored and patient care initiatives such as pain assessment, infection control and domestic violence assessment are examined. The assessment of special populations – pediatrics, elderly patients & bariatric patients are also examined.

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Course Objectives

Course Objectives:

1. Describe the role that Critical Thinking plays in the nursing process and clinical judgment.
2. Identify factors related to communication with a culturally diverse patient population.
3. Describe the four human responses to states of illness & crisis.
4. Describe what is meant by intimate partner violence, child abuse/neglect and elder abuse/neglect and list three (3) screening questions that can be used to identify abuse situations.
5. List the components of an initial pain assessment
6. Describe methods to assess patients at risk for injury from falls and pressure ulcers.
7. Describe the signs & symptoms indicate an infectious process in a patient
8. Compare & contrast the developmental tasks across the life cycle and list variations in assessment techniques appropriate for patients in different stages of the life cycle (infant, toddler, pre-school, school aged, adolescent & the aging adult).
9. Identify subjective and objective data necessary for a complete physical assessment of specific body systems.
10. Identify electronic resources available to healthcare professionals for research purposed and describe two (2) ‘search tips’ to assist in accessing evidence-based research articles and web-sites.

*Also please see weekly course objectives

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups

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through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

The nature of an on-line course requires a significant amount of independent work. The student will be provided with structure, resources, guidance, and instructor experience for learning the course material. The student, however, is responsible for time management, completing assignments in a timely manner, completing the readings, and making inquiries as needed to complete the course effectively. This is an eight-week course which means the material must be learned in a short period of time – this requires dedication and diligence on the part of the student. It is important for the student to check for e-mail and posted professor notes for each week's work. **Assignment due dates are posted with assignment directions.** All assignments will have due dates of a week or more, therefore, no extensions or last-minute exceptions are anticipated. The student is expected to complete all work on time.

I will try to check e-mail once daily, or more frequently. Exceptions are the few days when I will be traveling and away from internet access. These days will be posted in advance so we can all plan accordingly.

Due to the various schedules of the students and time zones in which students live and work, all work discussion is asynchronous, meaning you are not required to be on-line at a specific time with the professor or other students. Instead, you are expected to post your comments or questions on the discussion board. You may, of course, interact with the professor or other students via the chat room at any time.

** To ensure that your assignments can be shared across platforms, please save your documents as a Word / Excel / PowerPoint 97-2010 document (.doc, .docx, .xls, .ppt). Documents saved as: .wps and .txt cannot be opened. **

Course Materials

Required Course Textbooks

1. Jarvis, C. (2012). *Physical Examination & Health Assessment* (6th Edition). Saunders Elsevier, St Louis, MO. ISBN: 978-1-4377-0151-7
 - Be sure to activate the complete learning experience that comes with the text by registering at <http://evolve.elsevier.com/Jarvis> Free access to study tools including videos, audio key points, case studies, abdomen, heart & lung sounds & other resources.

Required Readings

See Syllabus “8-Week Course Outline” and Lessons (located within the Classroom)

Web Sites

See Syllabus “8-Week Course Outline” and Lessons (located within the Classroom)

Evaluation Procedures

Reading Assignments:

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This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an eight-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

Reading assignments will be graded through evaluation of Forum responses and exams.

Forum Assignments:

Introductory Forum

Your introductory Forum is considered by the university to be your official entry into the classroom. You must participate in this Forum by midnight, Eastern Time on Sunday of the first week of class. Your initial response must be a minimum of **250 words**. Read below for more information about other Forum assignments in this course.

The interaction that takes place within the Forum is an essential component of this course. Each week, you will be required to interact in asynchronous mode with your fellow students. Each week's Forum contains a question that is relevant to the content for the week. The questions posed in the Forum will encourage you to think more deeply about the weekly lesson content.

Your initial posting each week should be at least **250 words**. Your responses to your classmates should be meaningful and contribute to the overall growth of knowledge about the topic under discussion. The rubric by which each Forum posting will be graded is in the "Getting Started" Lesson within the classroom.

For your Forum assignment each week you will be responsible for the following:

- 1) Research and respond to the question that is posted. Your post should be substantive and relevant to the question that is posed.
- 2) Respond to at least two of your classmates. If the class size is small, this required number may be changed at the discretion of your instructor. Your responses to your classmates(s) constitute a significant portion of your Forum grade, so be sure that they are meaningful responses that contribute to the overall quality of the weekly discussion and encourage "out of the box" thinking.. Just saying "*I agree...*" is not acceptable.
- 3) If you cite any resources in the course of preparing your response, you need to reference them at the end of your post, just as you would in a paper.
- 4) Since the discussion is asynchronous, you are not required to be online at a specific time with either the professor or your classmates. However, as you can see, it will be difficult for your

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classmates to respond in a timely manner above if you do not post your initial response early. Therefore, with the exception of Week 1, the initial posting in each week’s Forum is due by Wednesday of that week. The Forum rubric includes point deductions for late submission of both your initial post and your responses. If you have questions or need additional guidance, you should email me at the college email address and I will get back to you with an answer.

Remember that all times in this classroom are Eastern Time (Daylight or Standard, as applicable)

Discussion Group Grading Criteria:

Your discussion group grade will be encompassing both your original posting and your responses to others work. Work will be graded when the student has completed the entire assignment.

Essays will be graded using the following writing rubric:

Demonstrates understanding of topic	40%
Main points clearly articulated	30%
Use of examples support point being made	20%
Grammar/Writing skills	10%

Work that is late, missing, or that does not follow the assignment requirements will lose assignment points, up to and including a zero grade for the assignment.

Final Paper Grading Criteria:

Criteria for the final paper are listed below in the Course Outline. Final paper will be graded using the following writing rubric:

Knowledge Foundation	25%
Application of Knowledge	25%
Organization/Format	25%
Grammar/Writing/APA	15%
Research/References	10%

The grade scale and due dates for each of the evaluation are provided below:

Grading Scale

Grade Instruments	Points
Forum initial submission – including Intro & Eval	25%
Forum responses	10%
Quiz # 1	20%
Quiz # 2	20%
Final Paper	25%
Total	100%

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Please see the [Student Handbook](#) to reference the University's [grading scale](#).

8-Week Course Outline				
Week	Topic(s)	Learning Objectives Weekly objectives will be found in the Lessons	Reading(s) Additional material is available in the Weekly Lessons	Assignments
Week 1	Assessment of the Whole Person - I <ul style="list-style-type: none"> ▪ Critical Thinking in Health Assessment ▪ Health Promotion ▪ Cultural Competence 	Describe the role that Critical Thinking plays in the nursing process and clinical judgment. <p style="text-align: center;">***</p> Identify factors related to communication with a culturally diverse patient population.	Text: <i>Physical Exam & Health Assessment (Jarvis)</i> Chap 1 – Evidence-Based Assessment Chap 2 – Cultural competence – cultural care Physical Exam <ul style="list-style-type: none"> • Skin (Chap 12) • Head (Chap 13) • Eyes (Chap 14, 15, 16) PowerPoint: (review) <ul style="list-style-type: none"> • Netiquette Video: (review) <ul style="list-style-type: none"> • Unnatural Causes Articles – (read) <ul style="list-style-type: none"> • Cultural Competence • Effects of culture on pain • Making the most of Electronic Nsg. Resources • Taking a Spiritual History • Responding to Patient 	Virtual Introduction: Introduce yourself to the class by posting a message about yourself on the Forum <p style="text-align: center;">Essay Question #1 – See Forum – Week 1 for more information</p> <p style="text-align: center;">**Note** for this week only – essays may be submitted by Sunday</p> <p style="text-align: center;">Post Essay inside Forum & respond to two other postings</p> <ul style="list-style-type: none"> • Be sure to activate the complete learning experience that comes with the text by registering at http://evolve.elsevier.com/Jarvis Free access to study tools including videos, audio key points, case studies, abdomen,

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			<ul style="list-style-type: none"> emotion How to Overcome a Language Barrier <p>Web Sites: (review) Tools: (review)</p> <ul style="list-style-type: none"> Health Assessment Tool BLS 2010 IV Therapy Red Flags <p>*** Additional articles & websites available in Week 1 Lessons (located under Course Tools)</p>	heart & lung sounds & other resources.
Week 2	Assessment of the Whole Person - II <ul style="list-style-type: none"> The Interview Health History Domestic Violence Assessment Perspectives on Human Response to Health & Illness Special Populations – the Pregnant Female 	Describe the four human responses to states of illness & crisis. *** Describe what is meant by intimate partner violence, child abuse/neglect, elder abuse neglect & list three screening questions that can be used to identify abuse situations	Text: <i>Physical Exam & Health Assessment (Jarvis)</i> Chap 3 - The Interview Chap 4 - The complete health history Chap 7 – Domestic Violence Assessment Chap 29 – Pregnant Female Physical Exam <ul style="list-style-type: none"> Breast (Chap 17) Female GU (Chap 26) PowerPoint (read) <ul style="list-style-type: none"> Perspectives on Human Response Video: (review) <ul style="list-style-type: none"> 6-Min Assessment DV – Healthcare Response Articles: (read) <ul style="list-style-type: none"> Perspectives on Human Response DV – How Many Steps Forward... Intimate Partner Violence DV – Challenge for Nsg Taking an Intimate Look at DV Articles: (review) <ul style="list-style-type: none"> DV: The Challenge for Nsg Triaging Women in Preterm Labor 	Essay Question #2 – See Forum – Week 2 for more information Post Essay inside Forum and respond to two other postings <hr/> Be sure to activate the complete learning experience that comes with the text by registering at http://evolve.elsevier.com/Jarvis After registering- go to My Content... Resources... Chapters Student Resources “Prepare for class, clinical, lab” Free access to study tools including videos, audio key points, case studies, abdomen, heart & lung sounds & other resources.

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			<ul style="list-style-type: none"> • 6-min Assess. Pdf <p>Sites: (review)</p> <ul style="list-style-type: none"> • Nursing Network on Violence Against Women • Nat’l Online Resource Center on Violence Against Women <p>***</p> <p>Additional articles & websites available in Week 2 Lessons (located under Course Tools)</p>	
Week 3	<p>Assessment in the Clinical Setting</p> <ul style="list-style-type: none"> ▪ Assessment techniques in the clinical setting ▪ General Survey/Vital Signs ▪ Pain Assessment 	<p>List the components of an initial pain assessment</p> <p>***</p> <p>Compare & contrast the developmental tasks across the life cycle and list variations in assessment techniques appropriate for patients in different stages of the life cycle (infant, toddler, pre-school, school aged, adolescent & the aging adult).</p>	<p>Text: <i>Physical Exam & Health Assessment (Jarvis)</i></p> <p>Chap 5 – Mental Status Assessment</p> <p>Chap 6 –Substance Use Assessment</p> <p>Chap 8 – Assessment techniques & the clinical setting</p> <p>Chap 9 – General survey, measurement & vital signs</p> <p>Chap 10 – Pain Assessment – the 5th Vital Sign</p> <p>Physical Exam</p> <ul style="list-style-type: none"> • PVS (Chap 20) • Abdomen (Chap 21) • MSK (Chap 22) <p>Video: (review)</p> <ul style="list-style-type: none"> • Pain Assessment for Nurses • Pain Assess in Older Adults <p>Articles: (read)</p> <ul style="list-style-type: none"> • Assessing Motor Strength • Simplifying Neuro Assessment • Acute vs. Chronic Pain • Pain Relief • Is it pain or addiction • Pain Assessment in the cognitively impaired 	<p>Essay Question # 3</p> <p>See Forum – Week 3 for more information Post paper inside Forum and respond to two other postings</p> <p>Review Study Tools for this week’s chapters in the online Text resources</p>

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			<ul style="list-style-type: none"> • Pain Assessment in the nonverbal patient <p>Articles: (review)</p> <ul style="list-style-type: none"> • Assessing Pain in Older Adults • Pediatric Pain Assessment • Assessment of Pain in Pediatrics <p>Sites: (review)</p> <ul style="list-style-type: none"> • City of Hope Pain & Palliative Care Resource Center <p>***</p> <p>Additional articles & websites available in Week 3 Lessons (located under Course Tools)</p>	
Week 4	<p>Assessment in the Clinical Setting - Preventing Harm & Assuring Patient Safety</p> <ul style="list-style-type: none"> ▪ Wound & Skin Assessment Falls Prevention 	<p>Describe methods to assess patients at risk for injury from falls and pressure ulcers.</p> <p>***</p> <p>Identify assessment data pertinent to skin integrity, pressure sites & wounds.</p> <p>***</p> <p>Discuss strategies & identify measures to prevent patient falls</p>	<p>Text: <i>Physical Exam & Health Assessment (Jarvis)</i></p> <p>Physical Exam</p> <ul style="list-style-type: none"> • Neuro (Chap 23) <p>Video: (view)</p> <ul style="list-style-type: none"> • Pressure Ulcer Videos – Staging • Pressure Ulcer Video – Assessment <p>Articles: (read)</p> <ul style="list-style-type: none"> • Psychotropic Meds & Falls in Older Adults • Environmental Hazards associated with falls <p>Sites: (review)</p> <ul style="list-style-type: none"> • Minnesota Falls Prevention Web Site • CDC National Center for Injury & Control • National Patient Safety Goals (NPSG) – Joint Commission • National Pressure Ulcer Advisory Panel <p>Tools:</p> <ul style="list-style-type: none"> • Predicting Patient Falls <p>***</p> <p>Additional articles & websites available in Week 4 Lessons</p>	<p>Essay Question # 4</p> <p>See Forum – Week 4 for more information Post paper inside Forum and respond to two other postings</p> <p>Mid-Term Exam</p> <p>Post directly in the Tests & Quizzes area of the classroom</p> <p>Review Study Tools for this week’s chapters in the online Text resources</p>

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			(located under Course Tools)	
Week 5	Assessment in the Clinical Setting - Preventing Harm & Assuring Patient Safety <ul style="list-style-type: none"> ▪ Infection Prevention ▪ The Septic Patient 	<p>Describe the components of the 'Chain of Infection' and identify measures that break each 'link'.</p> <p style="text-align: center;">***</p> <p>Describe the signs & symptoms that indicate an infection process in a patient</p>	<p>Text: <i>Physical Exam & Health Assessment (Jarvis)</i></p> <p>Physical Exam</p> <ul style="list-style-type: none"> • Male GU (Chap 24) • GI (Chap 25) <p>Powerpoint: (view)</p> <ul style="list-style-type: none"> • Chain of Infection <p>Video: (view)</p> <ul style="list-style-type: none"> • Why Don't we do it in our sleeves • Wash 'Em • MRSA • C Dif • Donning & Removing PPE <p>Articles: (read)</p> <ul style="list-style-type: none"> • Review of the Chain of Infection • Assessing, treating & managing patients with sepsis • Recognizing Sepsis • Assessment of Infection in Older Adults • CA-MRSA • SIRS • Essential of PPE <p>Articles (review)</p> <ul style="list-style-type: none"> • Sepsis Alert: Recognition & Treatment • Good Practice Management of Patients with Urethral Catheters <p>Video: (review)</p> <ul style="list-style-type: none"> • AHRQ – 'Connie's Story' (nurse with MRSA). <p>***</p> <p>Additional articles & websites available in Week 5 Lessons (located under Course Tools)</p>	<p>Essay Question # 5</p> <p>See Forum – Week 5 for more information Post Essay inside Forum and respond to two other postings</p> <p>Review Study Tools for this week's chapters in the online Text resources</p>

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<p>Week 6</p>	<p>Special Populations</p> <ul style="list-style-type: none"> ▪ The Bariatric Patient ▪ The Older Adult 	<p>Describe what is meant by nutritional status and discuss how it is affected by physiological, psychosocial development and cultural & economic factors.</p> <p>***</p> <p>Identify what is meant by 'functional ability' as it pertains to the older adult & describe a technique for assessing activities of daily livings (ADLs)</p>	<p>Text: <i>Physical Exam & Health Assessment (Jarvis)</i> Chap 30 – Assessment of the Older Adult Chap 11 – Nutritional Assessment PowerPoint: (view)</p> <ul style="list-style-type: none"> • The Bariatric Patient <p>Video: (view)</p> <ul style="list-style-type: none"> • Rudd “Weight Bias in Health Care’ <p>Video: (review)</p> <ul style="list-style-type: none"> • Frontline Video – ‘Living Old’ <p>Articles: (read)</p> <ul style="list-style-type: none"> • Nursing Care of the Morbidly Obese Patient • Obesity – Diseases & Co-Morbidities <p>Articles : (review)</p> <ul style="list-style-type: none"> • Obesity in America – A Growing Threat • Screening for Obesity in Adults – Recommendations & Rationale <p>Sites: (Review)</p> <ul style="list-style-type: none"> • Portal of Geriatric Online Education (POGOe) • Yale – Rudd Center for Food Policy & Obesity • "How to....try this" CDC - Obesity <p>Tools:</p> <ul style="list-style-type: none"> • Assessment & Best Practices in the Care of Older Adult • Obese Trauma Patient • Food Pyramid • Food Pyramid-peds <p>***</p> <p>Additional articles & websites available in Week 6 Lessons (located under Course Tools)</p>	<p>Essay Question #6 – See Forum – Week 6 for more information</p> <p>Post Essay inside Forum and respond to two other postings</p> <p>Review Study Tools for this week’s chapters in the online Text resources</p>
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<p>Week 7</p>	<p>Special Populations</p> <ul style="list-style-type: none"> ▪ The Pediatric Patient 	<p>Identify electronic resources available to healthcare professionals for research purposed and describe two (2) 'search tips' to assist in accessing evidence-based research articles and web-sites.</p> <p>***</p> <p>Compare & contrast assessment techniques appropriate for pediatric patients in different stages of the life cycle (infant, toddler, pre-school, school aged & adolescent)</p>	<p>Text: <i>Physical Exam & Health Assessment (Jarvis)</i></p> <ul style="list-style-type: none"> • Thorax/Lungs (Chap 18) • Heart (Chap 19) <p>Video (view)</p> <ul style="list-style-type: none"> • Pediatric Assessment of the Infant, Toddler, School-age child & Teenager <p>Articles (read)</p> <ul style="list-style-type: none"> • Do You Know How to Recognize Child Abuse? • Addressing Childhood Obesity • Pediatric Pain Assessment <p>Sites: (review)</p> <ul style="list-style-type: none"> • Maternal & Child Health Bureau • Maternal & Child Health Library • Progress in Preventing Childhood Obesity – Focus on Community • Progress in Preventing Childhood Obesity – Focus on Industry <p>Tools:</p> <ul style="list-style-type: none"> • Pediatric Assessment (EMS) <p>*****</p> <p>Additional articles & websites available in Week 7 Lessons (located under Course Tools) APA format & Turnitin information available in Week 7 – Final Paper Lessons.</p>	<p>Research Paper Due by Sunday</p> <p>Post directly to TURNITIN & upload a copy to the Assignment section of the classroom</p> <p>On the Forum - submit a brief synopsis of your final paper topic & respond to two other postings.</p> <p>Review Study Tools for this week's chapters in the online Text resources</p>
<p>Week 8</p>	<p>Integration of the Health Assessment</p> <ul style="list-style-type: none"> ▪ Putting it all 	<p>Describe the sequence of a complete health assessment appropriate for a</p>	<p>Text: <i>Physical Exam & Health Assessment (Jarvis)</i></p> <ul style="list-style-type: none"> • Complete Health Assessment (Chap 27) • Bedside Assessment 	<p>Essay Question # 8</p> <p>See Forums – Week 8 for more information</p> <p>Post inside Forum and respond to two other postings</p>

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	together <ul style="list-style-type: none"> ▪ Reassessment ▪ The Electronic Medical Record 	patient in an ambulatory/ out-patient and in-patient/ hospital setting. <p style="text-align: center;">***</p> Describe what is meant by 'Electronic Medical Record' (EMR)	(Chap 28) <p style="text-align: center;">*****</p> Additional articles & websites available in Week 1 Lessons (located under Course Tools)	<p style="text-align: center;">Final Exam</p> Post directly in the Tests & Quizzes area of the classroom Review Study Tools for this week's chapters in the online Text resources
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Readings, assignments, and classroom participation:

This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an eight-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

Lessons:

Each week's objectives, announcements & assignments (including pertinent websites) will be found in weekly Lessons in the classroom. The packet can be accessed under the "Course Tools" link.

Final Paper:

An important component of this course is the research paper (25%). Select a topic pertinent to Public Health in America. Write an 8-12 page paper that will include at least 4-6 evidence/research-based references (**no Wikipedia!**), an abstract, a graph or chart (data) if applicable to your topic (*should not take up more than 1/4 of a page*).

Research Paper Assignment Instructions:

Create a case study of a unique patient care presentation (preferably a clinical presentation with which you work directly or are familiar with). This case study may reflect a 'real-life' situation or a compilation of patient care situations in which you have been involved. Be mindful of patient privacy issues when sharing patient information

In this case study – please include the following patient care phases:

- Patient presentation/history
- Initial patient assessment priorities – what did you see, what does it mean, what did you do...
- Ongoing patient progress – including ongoing assessment priorities & patient responses
- Include pertinent patient interventions – possible reactions/side effects & their re-assessment priorities

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- Discuss discharge criteria – including assessing patient/family knowledge of your teaching....

As you discuss each of these phases – be sure to *specifically* address your assessment of Human Response Perspectives as outlines in Week 2 PowerPoint & article (“Perspectives on Human Response to Health & Illness”) :

- Normal Physiological Regulatory Responses
- Pathophysiological Response
- Experiential Responses
- Behavioral Responses
-

Be specific as to what you are seeing, hearing, touching, doingand why. This case study should paint a clear picture of what is happening to the patient throughout their hospital stay and why.... Include both potential positive and negative patient outcomes.

Be sure to cite all sources using APA format. Formatting information is available in this syllabus as well as in the Week 7 Lessons. Also see the APA Manual (6th Ed) available through the library

Examples of case study topics: (you may select your own patient presentation)

1. Patient experiencing chest pain undergoes cardiac catheterization.
2. Nine months pregnant woman goes into labor.
3. Diabetic patient develops Diabetic Ketoacidosis Acidosis (DKA) & presents to the ED
4. Morbidly obese patient admitted to the hospital with pneumonia.
5. Elderly frail woman admitted with fractured hip following a fall.

The research paper should include an introduction of the topic, a body in which the topic is developed and references cited, and a well-defined conclusion. I *strongly recommend* that you contact me with the topic of your paper before you begin your research. The topic you choose may be too broad or too narrow, and a discussion may help you to focus so that your learning will be maximized and your paper will be the best it can be. Your paper can be turned in at any time, but must be submitted no later than the last regularly scheduled day of Week 7.

Assignments **must** follow American Psychological Association (APA) guidelines for reference and bibliographic citation. If necessary, refer to *Publication Manual of the American Psychological Association* (6th Ed). 2009. Washington, D.C.: American Psychological Association. Other APA websites are available through the Library and some are listed in the Week 7- Research Paper Packet.

**The paper must be typed, double-spaced with 1-inch margins in 12-point Times New Roman font with all references cited. Papers will be graded based upon: 1). the extent to which students followed directions for the assignment, and 2). overall presentation (including clarity of argument, grammar and spelling) (see grading rubric for more specific grading information).

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You must submit your final papers through **Turnitin.com** & place a copy of your final paper in your student file as a back-up. Refer to the section on Turnitin in the Academic Resources section of this syllabus. Below are instructions for you to access Turnitin for this course. Please be aware that Turnitin is a site that checks for plagiarism. The University Library offers tools in the Research Center to help you analyze your papers for possible plagiarism violations. [Online Library Research Center](#)

*****Reminder:**

To ensure that your assignments can be shared across platforms, please save your documents as a Word / Excel / PowerPoint 97-2010 document (.doc, .docx, .xls, .ppt). Documents saved as: .wps and .txt **cannot** be opened. **

Turnitin.com

All papers for this course must be submitted through Turnitin.com. This site will analyze your paper and report instances of potential plagiarism. You will have the opportunity to edit your paper if you wish after you submit it to Turnitin.com. However, the deadlines for submission still apply, so if you think that you may want to re-submit a paper, do not wait until the due date to submit it for the first time!

Without faculty intervention, students can only submit to Turnitin.com one time. If, after reviewing your originality report, you want to edit your paper and re-submit, you will need to notify me so that I can delete your initial submission. This process will then allow you to re-submit your edited paper.

Read below for instructions on how to set up a Turnitin.com account if you do not have one, and how to access this course.

Turnitin Student Instructions

There are two (2) parts to the Student Instructions. Please be sure to complete both parts.

PART 1 - Set up your user profile

- Step 1 Go to www.turnitin.com
Click "create user profile" located up at the top right corner
Select "Student" as your user type and click "next"
- Step 2 Enter in the following account information provided by your instructor
class name: NURS310I001Win13
class ID: 6077553
class enrollment password: Enroll
click "next"
- Step 3 Enter in your student email address
- Step 4 Enter in a password - Your password is case sensitive (for example, paSS123 would

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be different than pass123), must be 6-12 characters long, and contain at least one letter and one number (for added security).

Step 5 Enter in Your First Name, Your Last name, Country of Residence, and State of Residence. Click "Next"

Step 6 Click "I agree - create profile"

Your user profile is now complete. You will not have to go through this process again.

PART 2 - Upload an assignment to your class

Now view your class and submit assignments

Step 1 Click "return to login page"

Step 2 Enter your email address and password for your personal profile. Click "Login"

You are now viewing your homepage. This lists all of your classes (each having a unique ID)

Step 3 Click the desired class to view the assignments

Step 4 Click the Submit icon to upload your assignment

Step 5 Make sure the "file upload" option is selected. **DO NOT CUT AND PASTE YOUR PAPER**

Step 6 Your first and last name should be entered for you. Enter the title of the paper or assignment as directed by the instructor.

Step 7 Browse and select the document you wish to submit. Click **"Submit"**

Step 8 Click **"yes, submit"** to confirm submission

Step 9 You will receive a digital receipt with a paper ID number for your records

Step 10 Click the "class portfolio" button on the top menu bar. You will see your paper listed along with the submission date.

APUS Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

All written submissions, including papers and Forum submissions, should be clearly written and correctly referenced as described below.

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Citation and Reference Style

Students will follow the APA format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Style Manual. Information about APA citation style can be found in the APUS library.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’

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publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.