



**Associate Degree Nursing Program  
Coleman Health Sciences College**

---

**RNSG 1105 – Foundations Skills**  
CRN 96434 – Spring 2016

| 19:00 am – 12:00 Noon 2:00 pm-3:00 pm | Thursday  
1.0 Credit hrs/Lab/48 contact hrs -16 Weeks

**Instructor: Theresa Wooten RN-BC, MS, CNE**

**Instructor Contact Information:** Office: 713-718-7236  
Cell: 713-553-3475  
Email: [theresa.wooten@hccs.edu](mailto:theresa.wooten@hccs.edu)

**Office location and hours (as posted)**  
**Suite 3346 Office# 333**

*Please feel free to contact me at any time concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and discuss course topics. Feel free to contact me by phone or email.*

**Course Description**

Study of the concepts and principles essential for demonstrating competence in the performance of nursing procedures. Topics include knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to Flip teaching (or flipped classroom) approach.

**Pre-requisites:** Foundations: Admission into the ADN Program & BIOL 2402, BIOL 2420,  
RNSG 1201

I: RNSG 1413 Nursing Foundations  
RNSG 1360 Foundations Clinical

**Co-requisites:** Foundations: RNSG 1360, RNSG 1413

**Student Learning Outcomes**

Upon completion, you will be able to:

1. Explain the nursing actions which are the basis for safe, competent nursing care and the underlying principles of each competency in a given unit of instruction.
2. Demonstrate the understanding of scientific and ethical principles by satisfactory performance of each evidence-based practice competency.
3. Apply Cognitive Knowledge in the successful completion or required competencies.
4. Demonstrate the ability to critically think, consider the multiple needs of the patient, and prioritize care while performing each competency.

**Learning Objectives:**

- 1.1 Compare and contrast agencies and settings in which healthcare is provided and the nurse's role in providing care within these settings.
- 1.2 Describe the role of the nurse in ensuring continuity of care between and among healthcare settings in the community.
- 1.3 Explain the aims of nursing as they interrelate to facilitate maximal health and quality of life for patients.
- 1.4 Describe evidence-based practice in nursing, integrating the relevance of nursing theory and nursing research.
- 2.1 Describe laws affecting nursing practice.
- 2.2 Describe nursing practice that is consistent with the code of ethics for nursing.
- 2.3 Use an ethical framework and decision-making process to resolve ethical problems.
- 3.1. Explain how the human dimensions, basic human needs, and self-concept influence health and illness.
- 3.2 Summarize the role of the nurse in promoting health and preventing illness.
- 3.3 Compare and contrast acute illness and chronic illness.
- 4.1 Describe the nursing process and each of its five steps.
- 4.2 Prioritize patient health problems and nursing responses.
- 4.3 Develop a patient-centered plan of nursing care with properly constructed outcomes and related nursing interventions.
- 4.4 Use cognitive, interpersonal, technical, and ethical/legal skills to implement a plan of nursing care.
- 4.5 Describe evaluation, its purpose, and its relation to the other steps in the nursing process.
- 5.1 Describe the communication process, identifying factors that influence communication.
- 5.2 List at least eight ways in which people communicate nonverbally.
- 5.3 Describe how each type of the ineffective communication hinders
- 5.4 Identify effective interventions for patients with impaired verbal communication.
- 5.5 Describe effective communication techniques to employ when interacting with patients from different cultures.
- 6.1 Contrast three approaches to problem-solving.
- 6.2 Prioritize patient health problems and nursing responses.
- 6.3 Use a model of critical thinking when making clinical judgments and decisions.
- 7.1 Use effective communication techniques when interacting with patients from different cultures.
- 7.2 Explain what should be included in the documentation of the teaching-learning process.
- 7.3 Demonstrate knowledge of the normal ranges for temperature, pulse, respirations, and blood pressure across the lifespan.
- 7.4 Document health assessment findings in a concise, descriptive, and legally appropriate manner.

### **Differentiated Essential Competencies (DEC'S)**

#### **Member of the Profession**

- Participate in activities that promote the development and practice of professional nursing.

#### **Provider of Patient Care**

- Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.

#### **Patient Safety Advocate**

- Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- Comply with mandatory reporting requirements of the Texas NPA.

#### **Member of the Health Care Team**

- Communicate and manage information using technology to support decision-making to improve patient care.

### **QSEN Competencies**

Using the institute of Medicine (2003) competencies for nursing, QSEN faculty have defined pre-licensure and graduate quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency as follows:

- Patient centered care
- Teamwork and Collaboration
- Evidence Based Practice
- Quality improvement
- Safety
- Informatics

QSEN pursues strategies to build will and develop effective teaching approaches to assure that future graduates develop competencies in patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics.

About QSEN, Copyright 2014, CWRU

<http://qsen.org/competencies/>

### **SCANS or Core Curriculum Statement and Other Standards**

The U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills

**Six competencies are assigned to RNSG 1105: Use Information Skills:**

**# 8 – Maintain information**

Obtains data regarding client’s current medical/surgical history, physical assessment, diagnostic / lab tests and transforms this information into a different format in order to organize the data.

- a. Nursing Process / Nursing Care Plan

**# 10 – Communicate information**

Analyzes information and communicates the results to others using oral and written methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information.

- a. Formative Evaluation Tool
- b. Summative Evaluation Tool
- c. Nursing Process / Nursing Care Plan

**Use Technology****# 23 – Select technology**

Judges which set of procedures, tools, or machines will produce the desired results. Demonstrating competence in selecting technology includes determining desired outcomes and applicable constraints; visualizing the necessary methods and applicable technology; evaluating specifications; judging which machine will produce the desired results.

- a. Skills Competency Exam
- b. Clinical Skills Practicum
- c. Formative Evaluation Tool
- d. Summative Evaluation Tool

**# 24 – Apply technology**

Understands the overall intent and proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task including understanding how different parts of machines interact and setting up machines efficiently to get the desired results; accurately interpreting machine output and detecting errors.

- a. Skills Competency Exam
- b. Clinical Skills Practicum
- c. Formative Evaluation Tool
- d. Summative Evaluation Tool

**# 25 – Maintain Technology**

Prevents, identifies, or solves problems in machines, computers, and other technologies. Demonstrates competence in maintaining and troubleshooting technology; detects serious problems, and recognizes when to get additional help.

- e. Clinical Skills Practicum
- f. Formative Evaluation Tool
- g. Summative Evaluation Tool

**Display Appropriate Personal Qualities****# 42 – Display self-management skills**

Assesses own knowledge, skills, and abilities accurately; sets well-defined and

realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; responds to feedback unemotionally and non-defensively.

- a. Weekly Formative Evaluation Tool
- b. Summative Evaluation Tool
- c. Student Self-Evaluation Form in Nursing Process / Nursing Care Plan

### **Use Information Skills/Acquire information**

Develop skills and techniques to implement the basic nursing process.

Reflect knowledge of the nursing process in:

- a. Class participation/case scenarios/practicum demonstrations
- b. Quizzes

### **Organize Information**

Able to assign acquired data to correct categories within the nursing process:

- a. Theory exams
- b. Lab practicum/exams

### **Enhance Basic Skills**

Demonstrate reading competence.

Analyzes written/printed information to determine appropriate course of action by utilizing:

- a. Multiple choice question quizzes

### **Class Schedule**

Course Calendar (Also Available via Eagle Online) is reviewed during course orientation.

Changes are sometimes necessary and will be announced in class and/or via Eagle Online.

## 16 Week Course Calendar (2016)

Date	Quiz	Chapter Reading	Skill Topic of the Day
1/20 1/21	NO Quiz	See Syllabus & Course Calendar	Syllabus Overview & Acknowledgement, Calendar
1/27 1/28	Quiz #1 Open 1/22 – End 2/25 – topics discussed, practiced & read	Chap. 5, Skill 5-1 & 5-2 Chap. 5	Administering Oral Medication (Lab Practice) Administering Oral Medications vis Gastric Tube (Reading)
2/3 2/4	Quiz #2 Open 1/29 – End 2/1 – topics discussed, practiced & read	Chap. 15, Skill 15-1 & 15-4 Chap. 5, Skill 5-14	Initiate Peripheral Venous Access (Practice) Saline Lock (Reading)
2/10 2/11	<b>Practice Lab 1</b> 12:00 PM – 3:00 PM	Practice Topic Skills Above	-----
2/17 2/18	Quiz #3 Open 2/12 – End 2/15 – topic discussed, practiced & read	Chap. 15, Skills 15-2 to 15-3	Maintenance Hydration Set-Up (Practice)
2/24 2/25	Quiz #4 Open 2/19 – End 2/22 – topic discussed, practiced & read	Chap. 15, Skill 15-1 & 15-4	Initiating a Piggyback/Secondary Infusion (Practice)
3/2 3/3	<b>Practice Lab 2</b> 12:00 PM – 3:00 PM	Practice Skills Above	-----
3/9 3/10	Quiz #5 Open 3/4 – End 3/7 – topic discussed, practiced & read	Chap. 12, Skills 12-6 to 12-8	Performing Closed Foley Catheter Insertion (Practice)
3/16 3/17	Quiz #6 Open 3/11 – End 3/14 – topic discussed, practiced & read	Chap. 13, Skills 13-6 to 13-7	Ostomy Care: Applying One & Two Piece Appliance (Practice)
3/23 3/24	Quiz #7 Open 3/18 – End 3/21 Topic discussed, practiced & read	Chap. 5, Skills 5-4 to 5-8	Administering Medication Injections
3/30 3/31	<b>Practice Lab 3</b> 12:00 PM – 3:00 PM Quiz #8 Open 3/25 – End 3/28 Wound Dressing Change Only	Practice All Skills Quiz	Quiz Topic: Wound Dressing Change (Reading)
4/6 4/7	<b>Practice Lab 4</b> 12:00 PM – 3:00 PM Quiz #9 Open 4/1 – End 4/4 – Nasopharyngeal Airway Suctioning Only	Practice All Skills Quiz	Quiz Topic: Nasopharyngeal Airway Suctioning (Reading)
4/13 4/14	<b>Practice Lab 5</b> 12:00 PM – 3:00 PM Quiz #10 Open 4/8 – End 4/11 – Ng Tube & Enteral Feedings Only	Practice All Skills Quiz	Quiz Topic: Ng Tube & Enteral Feedings (Reading)
4/20 4/21	Skill Competency Check-Offs	-----	-----
4/27 4/28	Skill Competency Check-Offs	-----	-----
5/4 5/5	Finals Exam Week		

### Instructional Methods

**Flip teaching** (or flipped classroom) is a form of [blended learning](#) in which students learn new content online by watching Taylor's Clinical Nursing Skills Videos or You Tube videos, and chapter reading, usually at home. Students come to class prepared to perform assigned skills, with the instructor offering more personalized guidance and interaction with students, instead of lecturing. This is also known as **backwards classroom, reverse instruction, flipping the classroom** and **reverse teaching**. The Skills Lab Instructor will demonstrate procedures during the interactive activities, as needed to assist in learning the application process of the skill.

- The student will learn new content online by reading and viewing assigned procedural/skill videos at home prior to attending class.
- The student will come to class with questions about the content, and be able to dialogue and participate in interactive activities (psychomotor concepts) that will reinforce cognitive concepts.
- RNSG 1105 is arranged in a way that facilitates knowledge learned at home by allowing students to clarify concepts, and apply concepts utilizing psychomotor skills.

### **Progress Assessment and Grading**

- Skills Quizzes (10): Online (Moodle) 50%
- Competencies: Skills Practicum Check-Off 50%

### **Grading Scale**

**A= 90-100**

**B= 80-89**

**C= 75-79**

**D= 60-74**

**F= below 60**

### **Instructor Requirements**

As your instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through interactive class activities; provided lab practices
- Inform students of policies such as attendance, withdrawal, tardiness and make up procedures
- Provide the course outline and class calendar which will include topics of the day, chapter reading, and due dates for quizzes and skill check-offs
- Arrange to meet with individual students before and after class as needed

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required readings and quizzes
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and quiz grades
- Complete the course with a **75%** passing score

### **HCC Grading Scale**

A = 100 – 90;	.....4 points per semester hour
B = 89 – 80:	.....3 points per semester hour
C = 79 – 70:	.....2 points per semester hour
D = 69 – 60:	.....1 point per semester hour
59 and below = F	.....0 points per semester hour
IP (In Progress)	.....0 points per semester hour
W (Withdrawn)	.....0 points per semester hour
I (Incomplete)	.....0 points per semester hour
AUD (Audit)	.....0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

**Grading Criteria**

I will conduct quizzes and practicum skills check-off that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. I welcome your observations on what you discover and may be able to assist you in finding resources that will improve your performance.

**Instructional Materials**

**REQUIRED TEXTBOOKS: Taylor’s Clinical Nursing Skills – A Nursing Process Approach 4rd Ed. By Pamela Lynn**

See ADN booklist for recommended (optional) textbooks.

\*Order online via the HCC Bookstore webpage at <http://hccs.bkstore.com>

**QUIZZES**

**THERE ARE PRE-SKILLS LAB QUIZZES EACH WEEK – QUIZZES ARE TO BE TAKEN PRIOR TO CLASS. PASSING A QUIZ IS ACHIEVING A MINIMUM GRADE OF 75. THE QUIZZES WILL COMPRISE INFORMATION FROM THE TAYLOR’S BOOK, VIDEOS VIEWED, AND INFORMATION DISCUSSED/PROVIDED BY THE CLASS INSTRUCTOR.**

**THE QUIZZES WILL BE SCHEDULED ON MOODLE: THERE WILL BE 10 QUESTIONS PER QUIZ. THE QUIZ WILL BE AVAILABLE FROM 8:00 AM ON FRIDAYS TO 8:00 PM ON MONDAYS (NO NEGOTIATIONS) PRIOR TO WHEN THE CLASS MEETS. THE STUDENT WILL HAVE 15 MINUTES TO COMPLETE THE QUIZ. THERE WILL BE A MATH**



**QUESTION WITH MOST OF THE QUIZZES. STUDENTS ARE NOT TO TAKE QUIZZES IN GROUPS OR SHARE ANY INFORMATION RELATING TO THE QUIZZES WITH PEERS; THE QUIZZES ARE INDIVIDUALIZED. I SUGGEST TAKING THE QUIZZES ON CAMPUS, FOR IF THERE ARE COMPUTER ISSUES, ASSISTANCE MAY BE GRANTED RELATING TO TECHNOLOGICAL PROBLEMS; WE CAN NOT BE RESPONSIBLE FOR COMPUTER ISSUES TAKING QUIZZES AT HOME OR WORK USING YOUR PERSONAL COMPUTERS.**

**You will see the message below at the beginning of each quiz; please pay attention before starting.**

**When taking the quiz, you must move forward ONLY using the green "next" button on the screen to your left; you are not to click on the back button on the browser and do not use the quiz navigation numbers to the upper right of the screen to skip ahead, for if you do, you will be locked out of the quiz and your score will be affected.**

**We will not accept any calls or adjust scores relating to the quizzes, if the instructions are not followed.**

**You only have 15 minutes to take the entire quiz.**

**Dr. Callahan/Prof. Wooten/Prof. Blackful**

### **Competencies: Skills Practicum Check-Off**

Your Skills Practicum Check-off will consist of you being checked off by the assigned lab instructor. You will have to demonstrate the performance of three randomly selected skills from the six skills practiced in skills lab, by drawing from a box or basket. You will have 20 minutes per skill (1 hour) to perform all three skills. There will be no prompting from the instructor. A sign-up sheet will be posted for selected timeframes. The skills are listed in your Taylor's book. A rubric will be used to document your performance.

### **ATTENDANCE AND TARDINESS**

It is important that you are present each time the class meets. A student who exceeds the allowed absence of six (6) hours can be administratively dropped from the course and would not be allowed to progress in the ADN program. See ADN hand book for specific attendance policy.

Students are responsible for notifying faculty of absences prior to the scheduled time for class.

Students are expected to follow guidelines provided by individual courses or levels. Discussion with your course faculty member should occur prior to any anticipated absence such as illness or crisis in the family or death of a close family member. Students who are either pregnant or have become pregnant during their clinical rotation must submit documentation from their physician to assume full duty in clinical.

**A student who is not in their seat by class time at 8:00 AM will be late, as well as marked late, and will have to wait until the break.**

Classroom attendance records will be maintained. It is the responsibility of the student to sign the attendance record, or answer the roll when called.

**Students will not sign for other students, which is a violation of the Honesty Policy. Failure to sign the roll will constitute an absence for that day.**

Repeated tardiness (more than 2 times) may result in counseling and possible disciplinary action. A student who exceeds the allowed absences may be administratively dropped from the course and co-requisite courses.

If a student has a disability or needs instructional accommodation due to a disability, please meet with the instructor at the beginning of the course the first day. Documentation must be provided at this time with an official letter of accommodation.

### **Remediation, Testing Protocol, and Computer Based Testing:**

#### **Remediation Policy and Procedure:**

If a student needs remediation, an appointment may be made with an instructor during their designated office hours. Faculty office hours will be posted outside faculty offices. Remediation will be available to any student enrolled in RNSG 1105 who expresses the need for this service. It is expected that the student will **make an appointment at least one week ahead of time** and come to the session prepared.

Student responsibilities include bringing textbook, notes, questions or topics for discussion and following through with all instructor-made assignments. Student may receive extra assignments to facilitate his/her learning. **(NOT FOR EXTRA CREDIT)**

#### **EARLY ALERT SYLLABUS STATEMENT**

- The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course.

- This process requires instructional faculty and student support staff to identify students who are performing poorly as early as possible and provide relevant support services to help students overcome their deficiencies.
- A student is identified when an instructor notices academic or personal difficulties that affect student's academic performance.
- The possible problem (s) could be tardiness, missed/failed test scores, excessive absences, or a number of other circumstances. Once a referral is made counselors will then contact students to discuss the issues and possible solutions to their academic difficulties.

**NCLEX-RN Test Plan**

[https://www.ncsbn.org/RN\\_Test\\_Plan\\_2016\\_Final.pdf](https://www.ncsbn.org/RN_Test_Plan_2016_Final.pdf)

Client Needs	Percentage of Items from Each Category/Subcategory
<b>Safe and Effective Care Environment</b>	
• Management of Care	17-23%
• Safety and Infection Control	9-15%
<b>Health Promotion and Maintenance</b>	6-12%
<b>Psychosocial Integrity</b>	6-12%
<b>Physiological Integrity</b>	
• Basic Care and Comfort	6-12%
• Pharmacological and Parenteral Therapies	12-18%
• Reduction of Risk Potential	9-15%
• Physiological Adaptation	11-17%

**ACADEMIC INFORMATION**

Students are responsible for reading the Houston Community College System Student Handbook to be certain that they understand HCCS policies/procedures which also includes refunds and withdrawals from a course.

### **Academic Dishonesty:**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with Houston Community College's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating includes:

- Copying from another students' test paper or assignments;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of "O" or "F" in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System (See Student Handbook).

### **Professional Behavior**

- As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal. Any student disrupting the class may be asked to leave the classroom at the discretion of the instructor.
- Students are to report to Skills Lab in the appropriate lab attire: Black uniform pants and black top, and clinical white shoes. Students are to bring clinical tools to skills lab: stethoscope, scissors, pen light, and watch with second-hand. The same clinical rules apply for skills lab. Students are to bring skills sheets/booklet to each class for documentation of performed skills by the lab instructor.
- **All cell phones and other digital devices that may ring or make loud sounds are to be turned off when in the lab.**

### **HCC Course Withdrawal Policy:**

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. **\*\*Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade. **Last day for Administrative/Student Withdrawals is Monday March 28, 2016 at 4:30 pm.**

### **Repeat Course Fee**

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

### **Sex/Gender Discrimination**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

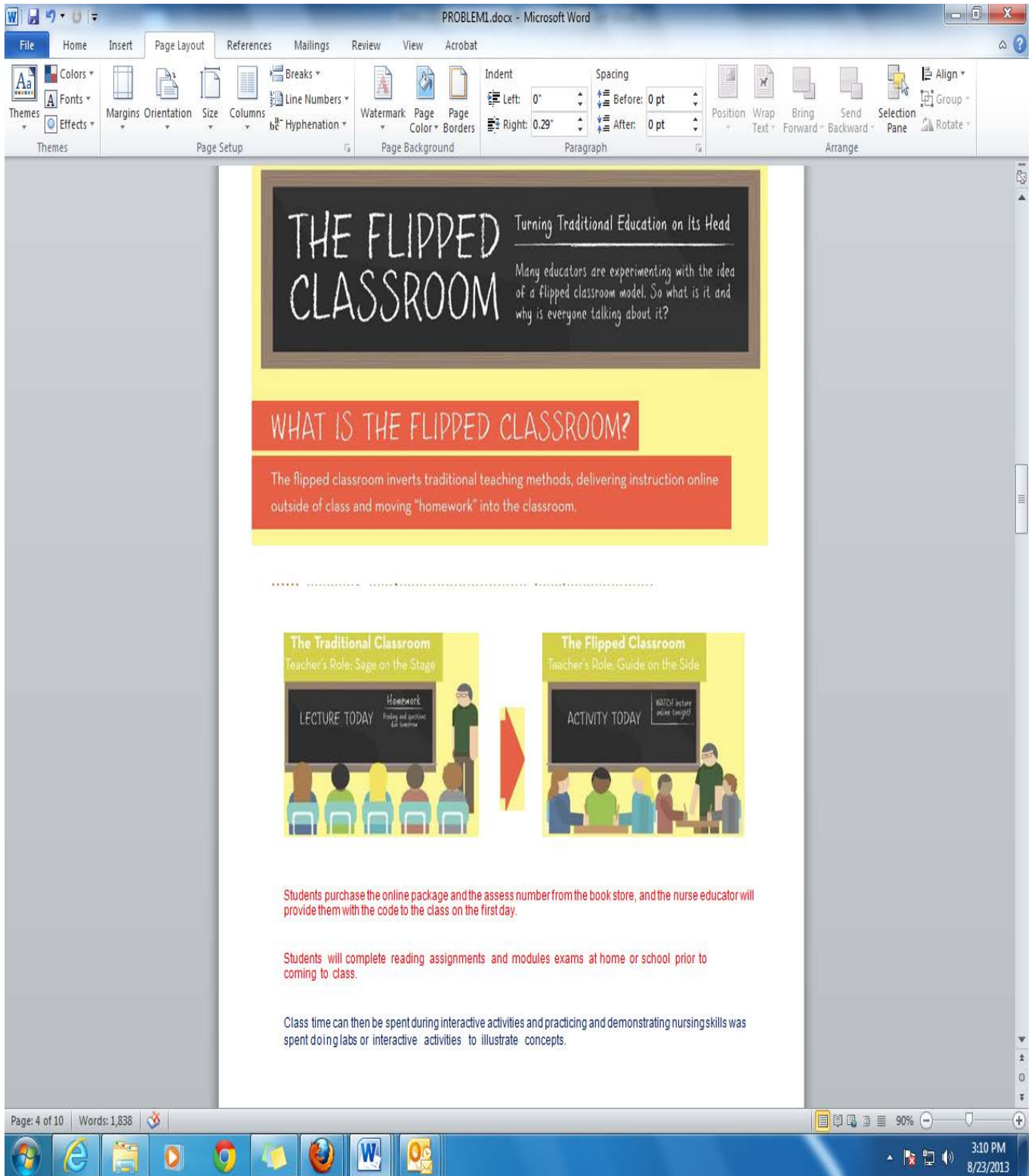
Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org) Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

**EGLS3 -- Evaluation for  
Greater Learning Student  
Survey System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

---

THE FLIPPED CLASS ROOM CONCEPTUAL FRAMEWORK FOLLOWS



The Flipped Classroom\_Turning the Traditional Classroom on its Head 2 (Autosaved) - Microsoft Word (Product Activation Failed)

File Home Insert Page Layout References Mailings Review View Acrobat

Clipboard Font Paragraph Styles Editing

Navigation

Search Document

HOW DOES THIS WORK?

The student will compl...

1. Students receive instant feedback. Complete lesson & module exams at home. If a student does not meet expectation, they receive instant feedback through automation

2. Students don't get as frustrated. Students come to class with didactic knowledge

3. Nurse educators revisit concepts that the students don't understand

4. The nurse educator also demonstrate procedures the students have viewed

Page: 3 of 8 Words: 914

11:24 PM 8/24/2013



**HOUSTON COMMUNITY COLLEGE SYSTEM**  
**RNSG 1105 - FOUNDATIONS FOR NURSING PRACTICE**  
**COURSE EXPECTATIONS CONTRACTUAL AGREEMENT**

I, \_\_\_\_\_, have read the RNSG 1413 syllabus and fully understand the expectations of me as a student in this course.

I acknowledge that I am aware that the Houston Community College A.D.N. Student Handbook is on the course website (Eagle Online) and that I am accountable for following the policies and procedures discussed in the handbook.

In addition, I agree to uphold the honesty policy by neither giving nor receiving any information about test content in this course as well as signing in for another student in class.

Failure to submit a signed agreement will be considered a breach of contract and I may be administratively dropped.

My signature below signifies my willingness to comply with the course requirements and I don't have any questions regarding the syllabus.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
PRINTED NAME

\_\_\_\_\_  
DATE

---