

Arizona State University
Edson College of Nursing and Health Innovation
Course Syllabus

Faculty Information

Course Coordinator: Dr. Jennifer May DNP, MSN-Ed, RN, CNE-cl

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Course Information

Course Number: NUR 446

Course Title: Nursing Practice: Pediatrics and Complex Care of Adults

Credit Hours: 3 Credit Hours

Course Modality: Face-to-Face Course

Course Meeting Information: Clinical (Vary per assigned schedule)

Prerequisites

- NUR 353, NUR 326, NUR 315, NUR 337, NUR 347, NUR 349

Corequisites

- NUR 452, NUR 404, NUR 458, NUR 425

Course Description

- **Complex Care:** Application of advanced and complex theoretical adult health concepts in caring for acutely ill clients and their families.
- **Pediatrics:** This course applies theoretical nursing concepts in the pediatric setting

General Course Overview/Objectives: This course prepares learners in the application and demonstration of advanced theoretical knowledge, professional nursing practice, and inter-professional collaboration and referral in the management and delivery of safe competent care of pediatric patients and their families as well as adult clients experiencing serious health alterations.

Student Learning Outcomes

At the completion of this course, students will be able to:

CRITICAL THINKER

1. Perform comprehensive and focused physical, behavioral, psychological, spiritual, socio-economic, and environmental assessments of health and illness parameters in clients.
2. Apply critical thinking skills and theoretical knowledge to improve outcomes for clients and their families.
3. Design client and family-centered care that promotes safe, holistic, competent, culturally sensitive, and evidence-based care.
4. Analyze client outcomes to evaluate the effectiveness of interventions and promote health.

EVIDENCE-BASED PRACTITIONER

5. Design and implement evidence-based nursing interventions as appropriate for managing care of the client.
6. Communicate effectively with all members of the healthcare team, including the client and their family.
7. Utilize inter-and intra-professional communication and collaborative skills to deliver holistic, age appropriate, quality, and cost-effective client-centered care.
8. Contribute as a member of the interprofessional team to ensure client safety and quality care of the client.

INNOVATIVE PROFESSIONAL

9. Demonstrate ethical/moral, and legal conduct consistent with the culture of professional nursing in clinical practice.
10. Demonstrate skills in using client care technologies, information systems, and communication devices that support safe nursing practice.

Course Materials

Required materials

- Lewis, S., Heitkemper, M., Bucher, L., Harding, M., Kwong, J., & Roberts, D., (2023).
Medical Surgical Nursing; Assessment and Management of Clinical Problems
(12th Ed.) St. Louis, MO: Mosby ISBN: 9780323792332
- ATI. Basic Essentials Simulation Package (students will receive code to purchase)
- Giddens, J. (2021). Concepts for Nursing Practice (3rd Ed). St. Louis, Missouri: Elsevier
ISBN:978032363623

Core Competencies

1. Evaluates safe environment and clinical practice with the client and their family.
2. Demonstrate assessment using age-appropriate techniques while recognizing normal parameters of development and variations in the individual pediatric client.
3. Demonstrate and document a comprehensive assessment on a complex care patient
4. Interpret client data patterns and compare it with known patterns to develop an intervention plan and accompanying rationale.

5. Articulate age appropriate, effective communication with the pediatric client and their families.
6. Establish therapeutic relationships with clients and their social support through purposeful, client-directed encounters.
7. Participate in collaborative planning and discussion with interdisciplinary healthcare team members, the client, and their family to improve client outcomes.
8. Display competency in medication calculations, including safe dose evaluations, and administration of medications to the client.
9. Display proficiency in the use of basic nursing skills with attention to safety in medication administration, equipment management, and aseptic technique.

Complex Care General Topic Schedule

Clinical day	Topics/Lessons	Activities	*Assignments May vary depending on individual or team experience
Prior to clinical*		<ul style="list-style-type: none"> Course Orientation 	
1	Learning Outcomes: 3, 4, 6, 7	<ul style="list-style-type: none"> Complete a Complex Care Assessment Give SBAR on patient to faculty 	<ul style="list-style-type: none"> Complex Care Assessment and Care Plan
2	Learning Outcomes: 2,6,7,8	<ul style="list-style-type: none"> Participate in collaborative care with a physician Give SBAR on patient to faculty Give end of shift report on at least one patient Reflect on personal growth and experience in the Complex Care environment Meet with faculty for final evaluation 	<ul style="list-style-type: none"> Discussion Board Final Evaluation

Pediatric Care General Topic Schedule

The order of the assignment submission due dates will vary between students and rotation groups due to differences in clinical rotation dates and the varying unit assignments among clinical groups. All assignments are required to be completed for each student.

Clinical day	Topics/Lessons	Activities	Assignments
Prior to clinical*		<ul style="list-style-type: none"> Course Orientation 	
1	Learning Outcomes: 1, 3,5,6	<ul style="list-style-type: none"> Complete a physical assessment Administer medication Give end of shift report on at least one patient 	<ul style="list-style-type: none"> Shift Report Concept Map or School day report
2	Learning Outcomes: 1,2,6,8,10	<ul style="list-style-type: none"> Give end of shift report on at least one patient Provide client education Review chart and document assessment findings 	<ul style="list-style-type: none"> School day Report Teaching Project Reflection

Team Home Base General Topic Schedule

The order of the assignment submission due dates will vary between students and rotation groups due to differences in clinical rotation dates and the varying unit assignments among clinical groups. All assignments are required to be completed for each student.

Clinical day	Topics/Lessons	Activities	Assignments
Prior to clinical*		<ul style="list-style-type: none"> Course Orientation 	
1	Learning Outcomes: 1,2,6,9	<ul style="list-style-type: none"> Complete a physical assessment Administer medications Give end of shift report on at least one patient 	<ul style="list-style-type: none"> Reflection-written SBAR assignment-verbal
2	Learning Outcomes: 2, 4,5,6,10	<ul style="list-style-type: none"> Give end of shift report on at least one patient Administer medications 	<ul style="list-style-type: none"> Active Learning Template

3	Learning Outcomes: 1,2,4,6,	<ul style="list-style-type: none"> • Complete a physical assessment • Give end of shift report on more than one patient • Administer medications • Review client charts • Provide client education 	<ul style="list-style-type: none"> • Concept Analysis
4	Learning Outcomes: 2,4,5,6,7,8,10	<ul style="list-style-type: none"> • Reflect on personal growth and experience in the Complex Care environment • Give end of shift report on more than one patient • Participate in documentation • Participate in discharge planning • Collaborate with interprofessional team 	<ul style="list-style-type: none"> • Ethical Decision-Making in Nursing

Community General Topic Schedule

Clinical day	Topics/Lessons	Activities	Assignments
Prior to clinical*		<ul style="list-style-type: none"> • Course Orientation 	
1	Learning Outcomes: 2,3	<ul style="list-style-type: none"> • Determine health needs of clients in the community setting • Provide basic health care and education to promote optimal health outcomes • Collaborative client planning with community resources 	<ul style="list-style-type: none"> • Actively participate in post conference • Community Experience: Reflection; Assignments vary depending on scheduled experience

Course Grading

Methods of Instruction

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <https://my.asu.edu> or <https://canvas.asu.edu>.

Activities in this course beyond clinical experiences include discussions, presentations,

Methods of Evaluation

Complex Care and Pediatric Combined Assignments		
Assessment Type	Number in Course	Total Course Value
Clinical Performance Evaluation	1	Pass/Fail

Complex Care Clinical Assignments		
Assessment Type	Number in Course	Total Course Value
Discussion Board	1	Pass/Fail
Physical Assessment and Care Plan	1	Pass/Fail
Pediatric Clinical Assignments (Completion depends on site)		
Assessment Type	Number in Course	Total Course Value
Clinic Reflection	1	Pass/Fail
End of shift reports (Schools)	2	Pass/Fail
Concept Assignment	1	Pass/Fail
Teaching Project	1	Pass/Fail
Post Conference (Schools)	2	Pass/Fail
Home Base Unit Clinical Assignments		
Assessment Type	Number in Course	Total Course Value
Active Learning Assignment	1	Pass/Fail
Ethical Decision-Making in Nursing	1	Pass/Fail
Concept Analysis	1	Pass/Fail
I-SBAR-R	1	Pass/Fail
Community Clinical Assignments		
Assessment Type	Number in Course	Total Course Value
Post Conference	1	Pass/Fail
Community Reflection or School Report	1	Pass/Fail

Description of Assessments

Combined Complex Care and Pediatric Assignments:

- **Clinical Performance Evaluation** -The clinical performance evaluation will be used throughout this course in both Pediatric and Complex Care clinicals. Students must complete the student feedback section with applied learning outcomes within 48 hours of the last clinical experience. Faculty will be providing feedback for each student after each clinical shift on their performance. Students will be required to check the feedback on the google doc after each shift and comment back on how they feel they met their clinical objectives. After the last clinical day of the semester, the completed and signed copy needs to be uploaded to the Canvas gradebook. The goal of this course is for students to complete their clinical rotations at the level of “**accomplished**”. See rubric for definitions on the expectations.

Complex Care Description of Assignments:

- **Discussion Board** – Students will reflect on questions regarding safety, clinical judgement, and individualized client care needs.
- **Complex Care Assessment** – Students will perform a Complex Care Assessment and develop a care plan in the clinical settings with their clinical faculty at least once. The student will document this assessment on the course provided form and will submit it to Canvas.
- **Final Evaluation** - Grades reflect your performance on assignments and adherence to deadlines.

Pediatric description of assignments:

- **Teaching Project**- Completion of a developmentally appropriate child teach project.
- **Final Evaluation** - Grades reflect your performance on assignments and adherence to deadlines.
- **Concept Map Assignment (Acute Care)** Using the nursing process, the students will identify and analyze a concept applicable to client care.
- **Daily Report (School)**- Students will document care provided to clients in the nurse’s office and apply concepts to support health needs.
- **Post Conferences:** Assigned instructors will schedule 2 post conferences via zoom or in-person to discuss school day experiences. All students must attend and actively participate.
- **Clinic Assignment:** Students assigned to the pediatric clinic(s) for clinical will complete a reflection regarding the experience. Prompts require critical thinking regarding safety, quality care, communication, and professional growth.

Home-base unit description of assignments:

- **One concept analysis will be submitted as per instructions on Canvas.** Clinical faculty will determine the due date. Students will choose based on client needs.
- **Active Learning Assignment:** Students will complete 1 ATI active learning template based on client encounters.
- **I-SBAR-R-** Student will fill out template and practice report with faculty. Reflection is needed after performance to identify weaknesses and support learning.
- **Ethical Decision-Making in Nursing Assignment-** Students will complete a short reflection regarding how ethical principles were applied when caring for a client.

Community experience description of assignments:

- **Community Experience Reflection:** Students will answer all document prompts regarding the assigned experience. Prompts require critical thinking regarding safety, quality care, communication, and professional growth.

- **Post Conference:** Assigned instructors will schedule post conference via zoom or in-person to discuss the community day experience. All students must attend and actively participate.
- Additional assignments include learning modules, trainings and/or other requests from assigned clinical sites.

To complete a nursing course successfully, the student must meet all three criteria:

- Complete all course exams, quizzes, and assignments.
- Earn a 77% cumulative exam score average on all course exams. Quizzes are not counted as exams. The cumulative exam score average will be determined as a percentage to the hundredth place. A percentage of 76.50% will be rounded to 77%; a percentage of 76.49% will not be rounded to 77%.
- Earn a 77% final course point average on all exams, quizzes, and other course assignments. The final course point average will be determined as a percentage to the hundredth place. Exam scores will not be rounded in this calculation. A percentage of 76.50% will be rounded to 77%; a percentage of 76.49% will not be rounded to 77%.

Assignment of letter grades is in accordance with established criteria for the Edson College of Nursing and Health Innovation Nursing Program. A +/- grading scale is not used in upper division junior and senior course work.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 48 hours of the due date via the Grades tab in Canvas.

The course grade will be based on exams, quizzes, and other course assignments and compliance with deadlines and rubric guidelines. Faculty reserves the right to drop invalid questions resulting in lower total possible points for quizzes or exams.

Students, who do not earn a cumulative exam average of 77% or higher, will not earn a passing grade of “C,” even if the cumulative average of all course points is 77% or higher. In these cases, students will earn a “D” if their cumulative average of all course points is greater or equal to 69%. If their cumulative average of all course points is less than 69%, students will earn an “E.” (See table below.)

Grade Assignment if Cumulative Exam Score Average is Below 77%

Assigned Letter Grade	Cumulative Exam Score Average	Final Course Point Average
D	< 77%	≥ 69%
E	< 77%	< 69%

Grading Procedure for Prelicensure Clinical Courses

The course grade will be based on the student’s proficiency of course learning outcomes. Students who satisfactorily meet the course learning outcomes will earn a “Y,” or “satisfactory” grade. Students who do not meet the course learning outcomes will earn an “E,” or “failing”

grade. A grade of “Y” is counted in the student’s cumulative earned hours but is not calculated into the cumulative grade point average.

Clinical Course Assignments

Completion of the Clinical Evaluation Tool is due 48 hours after each clinical experience for faculty review. Additional assignments are due 6 days following the applicable clinical shift. Any student requests for extensions must be done prior to the due date. Communications regarding assignments must be completed via ASU email. Graded assignments will be available within 7 days of the due date.

Course Policies & Procedures

Technology Enhanced Course

This is a face-to-face course that requires attendance in face-to-face meetings and utilization of online resources.

Communicating With the Instructor

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

Email and Canvas Inbox

ASU email is an official means of communication among students, faculty, and staff (<https://public.powerdms.com/ASU/documents/1560501>). Instructor correspondence will be sent to your ASU email account or through the Canvas Conversations Inbox tool. Please ensure that your Canvas notification preferences are current at the beginning of each semester (for more information see <https://community.canvaslms.com/docs/DOC-10624-4212710344>).

Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email and Canvas Inbox regularly.

Campus Network or Canvas Outage

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Status Portal (<https://systemstatus.asu.edu>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours
- 6 credit hours = 270 total hours

ASU courses range in length from 6 weeks to 15 weeks.

Prelicensure Nursing Attendance Requirements for Clinical and Simulated Learning Experiences

Clinical and experiential learning experiences are essential elements of the prelicensure nursing curriculum designed to equip nursing students with practical nursing skills and competencies. Attendance is mandatory for all clinical and experiential experiences, both on and off campus, on the days scheduled. Clinical experiences must be completed in full shifts, including report in and report out.

If a student is unable to attend or complete an experience due to illness or personal emergency the student must notify the clinical or experiential faculty by phone or text as soon as possible. Further, if the student experiences personal illness or a personal emergency prior to the start of the clinical shift or experiential learning day that will prevent their attendance, the student should provide notice no later than four hours prior to the start of the experience unless circumstances prevent the student from being able to do so. Students will be required to provide the reason for the absence and faculty may require additional documentation substantiating the reason for the absence. Faculty also may require the student to complete a Statement of Health Clearance prior to returning to the clinical or experiential setting. Absences that are not reported, or are not due to illness or personal emergency, will be documented as unexcused and will require a meeting with the Director.

Due to the limited availability of clinical and experiential learning experiences, makeup experiences are not guaranteed. Depending on availability, students with excused absences will receive priority placement in makeup experiences. Failure to make up missed experiences may result in a student receiving an incomplete or failing grade. A student who misses more than two clinical and/or experiential days will be unable to meet course outcomes and will not pass the course.

If shifts need to be rescheduled during transition to practice (NUR 448/519/479/322-TTP shifts only), students are advised to consult their faculty of record regarding scheduling adjustments.

Timeliness is a requirement of clinical and experiential learning. Students are expected to arrive promptly for clinical and experiential, prepared to begin the experience on time. Arriving more than 10 minutes late will be considered a tardy. Accumulating three tardies will be considered an unexcused absence. Students arriving more than 30 minutes late may be asked to leave the experience. If lateness is unavoidable, students should promptly notify their faculty of record.

Absences and Late or Missed Assignments

Students are expected to attend every class and remain in class for the duration of the session. Failure to attend class, or arriving late may impact your ability to achieve course objectives

which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance and adherence to assignment/test due dates are the student's responsibility. Please follow the appropriate University policies to request an accommodation for religious practices (<https://public.powerdms.com/ASU/documents/1541225>) or to accommodate a missed assignment due to University-sanctioned activities (<https://public.powerdms.com/ASU/documents/1557490>).

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. In graded courses, assignments submitted up to 7 days after the due date will receive a 50%-point deduction. Assignments submitted after 7 days will receive zero points, but must be submitted to meet course requirements. Any work submitted after the last day of class, per the ASU Academic Calendar, will not be accepted unless pre-determined by faculty.

Prelicensure Testing Information

ASU Prelicensure courses adhere to testing guidelines to provide consistency in the exam environment, exam grading, item analysis, and exam reviews. See the [ASU Prelicensure Student Testing Information](#) for details on these processes.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via other methods unless specifically directed.

No Generative AI Use Permitted

In this course, all assignments must be completed by the student. Artificial Intelligence (AI), including ChatGPT and other related tools used for creating of text, images, computer code, audio, or other media, are not permitted for use in any work in this class. Use of these generative AI tools will be considered a violation of the [ASU Academic Integrity Policy](#), and students may be sanctioned for confirmed, non-allowable use in this course.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Use of Electronic and Smart Devices During Exams

All electronic and/or smart devices (examples include, but are not limited to cell/mobile/smart phones, tablets, watches, smart glasses, etc.) are prohibited during the exam and must be placed with belongings in the area designated by faculty for the duration of the exam. Unless otherwise specified by faculty, handheld calculators are also prohibited.

To minimize distractions during the exam, please ensure that phones and other digital devices are silenced or turned off during the exam (not placed on vibrate).

Prohibited aids are any devices or materials that may be helpful in taking the exam. Using, accessing, or attempting to access any prohibited aids is a violation of academic integrity.

Drop and Add Dates/Withdrawals

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<https://public.powerdms.com/ASU/documents/1560508>)
- Medical/Compassionate Withdrawal (<https://public.powerdms.com/ASU/documents/1560509>)
- Grade of Incomplete (<https://public.powerdms.com/ASU/documents/1560530>)

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. Any disputes about the grade of an assignment must be discussed with your instructor within 48 hours of the grade being posted. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<https://public.powerdms.com/ASU/documents/1560489>), Computer, Internet, and Electronic Communications policy (<https://public.powerdms.com/ASU/documents/1540286>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity> and <https://provost.asu.edu/academic-integrity/policy>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Students are entitled to receive instruction free from interference by other members of the class (<https://public.powerdms.com/ASU/documents/1560490>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<https://public.powerdms.com/ASU/documents/1560510>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

If a student should deem any part of the course content offensive, this should be brought to the attention of the instructor, or alternatively, to the unit chair or director via email. Communication should include reference to the course information and specific offensive content.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX Statement

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Edson College of Nursing and Health Innovation Student Handbooks

Students are expected to adhere to the policies and guidelines in the current edition of the Edson College of Nursing and Health Innovation for your program (<https://nursingandhealth.asu.edu/student-life/current-students>).

Copyright and Prohibition of Commercial Note Taking Services

Course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304–06, “Commercial Note Taking Services” for more information: <https://public.powerdms.com/ASU/documents/1557491>).

How Long Students Should Wait for an Absent Instructor

In the event the instructor fails to indicate a time obligation, the time obligation will be 15 minutes for class sessions lasting 90 minutes or less, and 30 minutes for class sessions lasting more than 90 minutes. Students may be directed to wait longer by someone from the academic unit if they know the instructor will arrive shortly.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice. Every effort will be made to avoid changing

the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the Canvas course site often.

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from ASU Student Accessibility and Inclusive Learning Services (SAILS) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. Campus locations and contact information are available on the SAILS website (<https://eoss.asu.edu/accessibility>). Check the SAILS website (<https://eoss.asu.edu/accessibility>) for eligibility and documentation policies.

Email: Student.Accessibility@asu.edu

SAILS Phone: (480) 965-1234

SAILS FAX: (480) 965-0441

Wellness Support

[ASU Counseling Services](#) provide counseling and crisis services for students who are experiencing a mental health concern.

[ASU Health Services](#) are dedicated to the well-being and educational success of each individual student by providing high-quality health care that is accessible, affordable and compassionate.

[Advancing Inclusion and Culture](#) and the [Office of Inclusive Excellence](#) are dedicated to supporting and fostering a culture of inclusiveness, promoting and assisting with equal opportunity and diversity initiatives.

[Basic Needs Resources](#) and [Student Advocacy and Assistance](#) provide guidance and assistance in connecting students with campus and community resources as well as additional access to one-on-one guidance in resolving personal challenges and concerns.

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<https://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<https://get.adobe.com/reader/>)
- Microphone and speaker
- Webcam

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Accessing and using instructional/communication tools in the Canvas Learning Management System (see <https://community.canvaslms.com/docs/DOC-10701> for more information)
- Using ASU email (see <https://links.asu.edu/emailguide> for more information)
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs (such as Microsoft PowerPoint, Google Slides, etc.)
- Note: Microsoft Office 365 (including Word, Excel, PowerPoint, etc.) is available for free download to PCs, Macs, and some tablets. See <https://myasu.force.com/authkb?id=kA1d0000000DIYr> for more information.

Technical Support

This course uses Canvas to deliver course content. It can be accessed through MyASU at <https://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Status Portal at <https://systemstatus.asu.edu>.

To contact the help desk, you have several options:

- Website: accessed through the MyASU Service Center at <https://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <https://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

Tutoring Support

Prelicensure Nursing Tutoring Support

Peer tutors and/or faculty tutors are available to cover all topic areas throughout nursing school. Tutoring hours can be found on the student success resource page of the Prelicensure Programs website: <https://sites.google.com/asu.edu/prelicensurenursing>.

General Tutoring and Writing Support

Services are offered in person and online through Academic Support Network for ASU students who are currently enrolled in courses.

- Tutoring is available in math, business, science, engineering, and statistics courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Graduate writing tutoring is available for any type of writing project for any course.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Resources are available through our Online Study Hub, YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services.