

Course Syllabus

LEVELLAND CAMPUS

COURSE: PTHA 1405 Basic Patient Care (4:3:3)
SEMESTER: Spring 2023
CLASS DAY T/TH
CLASS 1:00-4:00
TIMES:

INSTRUCTOR INFORMATION

Name	Phone Number	Email	Office	Office Hours
Jackie Underwood	806.716.2470	junderwood@southplainscollege.edu	AH 103B	As Posted

“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus.

COURSE DESCRIPTION

This course includes a detailed study of the knowledge and skills necessary to reach competence in the introduction of advanced practice.

PREREQUISITE COURSES: Math 1314, ENGL 1301, HUMA, SCIT 1407

COREQUISITE: PHYS1410, PTHA 1413, PTHA 1301

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, following a given plan of care and under the supervision of the PT, the student will be able to:
1. Acquire certificate of completion for HIPPA training and Blood Borne Pathogen training. a. Demonstrate appropriate communication of caregiver need to know status b. Protect patient confidentiality
2. Utilize infection control to prevent cross contamination and spread of infection a. Perform handwashing based on CDC standards b. Demonstrate correct donning and doffing of PPE based on isolation precautions c. Demonstrate use of clean technique d. Demonstrate set up and purpose of sterile field
3. Perform appropriate data collection related to patient diagnosis and function level a. Differentiate between normal and abnormal ranges for vital signs such as heart rate, respiration rate, blood pressure, oxygen saturation, and temperature. b. Demonstrate competency in obtaining vital signs such as heart rate, blood pressure, and oxygen saturation to meet requirements outlined in the skill check and lab exam. c. Measure blood pressure in supine, sitting, and standing to assess for orthostatic hypotension. d. Use appropriate methods of assessing pain and issues related to pain. e. Use standardized balance assessments. f. Use appropriate assessments to direct treatment plan and provision
4. Identify signs and symptoms of altered cognition, mentation, and arousal a. Differentiate between normal and abnormal cognition, mentation, and arousal b. Demonstrate appropriate assessment techniques for cognition, mentation, and arousal in a lab setting c. Recognize signs and symptoms of mental conditions and impact on patient care.
5. Demonstrate basic postural alignment and body mechanics assessment and correction a. Assess postural alignment. b. Demonstrate consistent use of correct body mechanics during patient care activities. c. Differentiate between basic normal and abnormal postural alignment.

d. Demonstrate competency in educating patients in correct postural alignment and body mechanics.
6. Apply correct ROM [exercise] techniques based on assigned case. <ol style="list-style-type: none"> Demonstration of correct PROM anatomical Planes based on diagnosis and time requirement. Demonstration of correct PROM D1-D2 PNF patterns based on diagnosis and time requirement. Demonstration of correct instruction for performance of AAROM and AROM Explain the indications and contraindications of PROM, AAROM, and AROM
7. Explain types of activities of daily living. <ol style="list-style-type: none"> Demonstration of safety education for performance of basic ADL's Demonstrate patient guarding during performance of ADL's
8. Educate mock patients on safe bed mobility. <ol style="list-style-type: none"> Describe complications related to immobility and the importance of a turning schedule. Demonstrate competency in instruction and facilitation of bed mobility to meet requirements outlined in the skill check and lab exam. Identify pressure relief positions. Create an appropriate repositioning schedule for patients with limited mobility Recognize effect of patient cognition and mentation for patient education/understanding
9. Educate mock patients on safe transfers. <ol style="list-style-type: none"> Demonstrate transfers appropriate for different diagnosis and assist levels. Demonstrate competency for instruction and assisting transfers to meet requirements outlined in the skill check and lab exam. Demonstrate patient guarding during transfers Recognize effect of patient cognition and mentation for patient education/understanding
10. Apply the principles of wound care. <ol style="list-style-type: none"> Describe the stages of wound healing. Identify factors that affect wound healing. Describe wound characteristics such as location, size, shape, bleeding, drainage, odor, depth, tunneling, and undermining Describe the purpose of grid measurement, wound tracing, and photographic record. Identify signs of infections. Describe the stages of pressure ulcers. Demonstrate competency in the application of appropriate wound care products for diverse types of wounds using aseptic techniques to meet requirements outlined in the skill check and lab exam.
11. Educate mock patients on the safe use of the appropriate type of wheelchair. <ol style="list-style-type: none"> Identify the parts and accessories of a wheelchair. Recognize the types of wheelchairs. Demonstrate the proper fitting of the wheelchair. Identify pressure relief devices for a given location of wound. Instruct mock patients in safe wheelchair mobility. Evaluate ease of use of wheelchairs for functional community mobility. Recognize effect of patient cognition and mentation for patient education/understanding
12. Educate mock patients on the safe gait <ol style="list-style-type: none"> Recognize the types of assistive devices such as canes, walkers, and crutches. Ensure the proper fit of the assistive device. Instruct mock patients in the safe use of assistive devices by gait training using 3-point, 2-point, 4-point, swing-through, different weight bearing statuses, and uneven surfaces. Demonstrate competency in gait training to meet requirements outlined in the skill check and lab exam. Demonstrate competency in stair training with assistive devices to meet requirements outlined in the skill check and lab exam. Instruct mock patients in simulated toilet transfers with assistive devices. Describe the postural alignment of mock patients during gait training. Recognize effect of patient cognition and mentation for patient education/understanding
13. Identify architectural barriers affecting functional mobility. <ol style="list-style-type: none"> Interview mock patients to identify potential environmental barriers in the home per the plan of care. Observe mock patients simulating safety in a home environment.
14. Explain the use of basic pharmaceuticals and medical tests. <ol style="list-style-type: none"> Identify basic pharmaceuticals commonly used by physical therapy patients. Describe common laboratory tests. Explain common medical imaging including MRI, CT, ultrasound, and X-ray tests.
15. Practice generic abilities related to course content. <ol style="list-style-type: none"> Commitment to Learning – Demonstrate the ability to self-assess, self-correct, and self-direct. Seek new knowledge and understanding. Interpersonal Skills – Demonstrate the ability to interact effectively with patients, families, peers, and the community.

- c. Cultural Awareness- Demonstrate the ability to effectively deal with cultural, ethnic diversity, gender, or lifestyle.
- d. Communication Skills – Demonstrate the ability to communicate effectively, speaking and writing.
- e. Use a SOAP note format to document lab skills.
- f. Utilize appropriate abbreviations and medical terminology during documentation
- g. Effective Use of Time – Demonstrate the ability to organize time and complete work in a timely manner.
- h. Constructive Feedback – Demonstrate the ability to receive feedback to improve performance and give feedback to assist others to improve their performance.
- i. Problem-Solving – Demonstrate the ability to recognize and define problems, analyze data, develop, and implement solutions, and evaluate outcomes.
- j. Professionalism – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively.
- k. Responsibility – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes.
- l. Critical Thinking – Demonstrate the ability to understand essential information to complete patient assessment to inform development of interventions.
- m. Stress Management – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.

OUTCOME ASSESSMENT METHODS

Computer-based exams, written exams, written assignments, quizzes, Lab exams/quizzes, and other assignments and projects as assigned.

FORMATIVE ASSESSMENTS INCLUDE

- ❖ Classroom and Lab participation
- ❖ Weekly assessment
- ❖ Skills checks
- ❖ Clinical Readiness assessment
- ❖ Pop quizzes

SUMMATIVE ASSESSMENTS

- ❖ 4- Lecture exams

GRADING FORMULA

Assignment Totals	Average of all course assignments	10%
Lecture Exam Totals	Average of Lecture Exams + Weekly & Pop quizzes	85%
Professionalism	Score based on Professionalism Rubric	5%
	Total	100%

Percentage	Grade
90-100%	A
80-89%	B
75-79%	C
74.9% and Below	F

Grading Policy

Students who fall below 75% passing requirements will not be allowed to continue in the PTA program.

BELOW 77% at midterm of the semester will result in the development of a learning contract and the student being responsible for meeting established goals

ASSIGNMENT POLICY

All assignments must be completed by the assigned due date. Late and/or incomplete work may be accepted, but with grade deduction per day up to 3 days and a grade of zero will be recorded at that time. Assignments, quizzes, exams, and skills checks missed due to an unexcused absence will be made up only with advanced notification of illness or emergency. Assignments are due by the assigned dates and times in Central Standard Time (CST) on the class schedule. Students should contact faculty prior to the due date and time if they anticipate material will be late. Please note contacting faculty will not guarantee the receipt of an extension for the assignment. Please allow enough time for preparation and submission of each assignment prior to the

scheduled due date to avoid issues with technology. Failure to complete any assignment by the due date will result in professional point deductions on final grade. Assignments must be uploaded to BlackBoard Ultra as a Word Doc or PDF and labeled with assignment title and student name.

EXAMS POLICY

The lecture exams will be administered via computer to prepare students for the NPTE-PTA exam. Possible pop quizzes may be handwritten which will encourage memory and mastery of the material.

Additionally, many exam questions will be constructed in the same manner as NPTE-PTA, allowing students to prepare for the licensure testing format.

ASSESSMENT USED BUT NOT LIMITED TO:

1. Lecture Exams
2. Mid Term and Final Clinical Readiness Assessments
3. Quizzes
4. Comprehensive final exam

The exam policy includes the following:

- ❖ All summative assessments will be proctored by SPC faculty/Staff
- ❖ Personal belongings are not allowed in the lab during testing.
- ❖ Pencils and scratch paper will be issued to students prior to the exam. These items must be returned prior to the exiting testing area.
- ❖ Cell phones and/or smart watches are not allowed in the lab during testing.
- ❖ Students must adhere to lab rules.
- ❖ Hats or hoodies may not be worn.
- ❖ Talking will not be permitted; questions will be answered by an instructor.
- ❖ Any action interpreted as cheating by facilitating instructor may result in immediate removal from testing lab, a zero recorded for the test grade and possible removal from SPC PTA program.

SPC CAMPUS STATEMENTS

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title V Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit: <https://www.southplainscollege.edu/syllabusstatements/>

STUDENT CONDUCT

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

- ❖ **Cheating** - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.
- ❖ **Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.
- ❖ Complete honesty is required throughout all aspects of coursework, including quizzes, final examinations, and any assignment/work used to assess knowledge and skill. Any assessment receiving a score of 0 or F due to cheating may result in the student being dropped from the course.

Class/Lab Attendance Policy

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

- ❖ When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first-class meeting.
- ❖ Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.
- ❖ It is the student's responsibility to verify administrative drops for excessive absences through Texan Connect using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance

- ❖ Absence-
 - ❖ If student misses more than 30 minutes of scheduled class time the student will be counted absences.
 - Excessive Absences – >3 with counseling after 2nd absences
 - ❖ Tardy-
 - any time after class starts or returns from break. Notification prior to official class time will be considered on an individual basis.
 - 2 tardy = 1 absence
 - ❖ Any absence from class should be reported to the instructor in advance whenever possible, or as soon as possible after the absence. This allows instructors to provide necessary support and address any missed coursework.

CLINICAL SKILLS

- ❖ **You may not apply clinical skills you are learning to the general public because you are a student PTA and are learning physical therapy techniques.**
- ❖ **You will be practicing these skills on each other when you are in lab under the instructor's supervision.**
- ❖ **If you are presently working in a clinic as a tech, you cannot practice these skills on patients.**
- ❖ **Once you have passed the class, you still cannot practice the acquired skills in a clinic except during official clinical experiences.**
- ❖ **You will only be permitted to apply these skills to the general public under a clinical instructor's supervision once you begin your clinical experiences.**

Additionally, enrollment in this course does not guarantee a passing grade, successful completion of the PTA curriculum, or licensure.

COMMUNICATION

Electronic communication between the instructor and students in this course will utilize the South Plains College “My SPC” and email systems. Text messaging may also be used for communication. The instructor will not initiate communication using private email accounts. Students are encouraged to check their SPC email on a regular basis, ideally daily, and respond to emails and text messages promptly, within 24 hours. Students will have access to assignments, web links, handouts, and other vital course material delivered via BlackBoard and other electronic means.

- ❖ If any student encounters difficulties accessing the BlackBoard or their email, they should promptly contact the instructor for guidance. The instructor is committed to working with students to ensure they have access to the necessary class content located on the course website and other electronic platforms.
- ❖ This policy aims to facilitate effective and efficient communication between the instructor and students, promoting a seamless learning experience.
- ❖ If experiencing technical issues, the student can contact the Help Desk by calling 806-716-2600

EMAIL

Students are required to use their official South Plains College (SPC) email addresses for all college-related communications. Official SPC email addresses are provided to each student upon enrollment and are the primary means of communication between students, faculty, and the college.

- ❖ **Email Etiquette:**
 - Students are expected to maintain a professional and respectful tone in all email communications with faculty, staff, and fellow students. Offensive, disrespectful, or inappropriate language in emails is strictly prohibited.
- ❖ **Email Security:**
 - Students should take steps to protect their email accounts. This includes using strong, unique passwords and not sharing email login credentials. If students suspect their email accounts have been compromised, they should report it immediately to the college's IT department.
- ❖ **Check Email Regularly:**
 - Students are encouraged to check their official SPC email accounts regularly. Important announcements, updates, and notices from instructors, administrative departments, and the college as a whole are communicated through these accounts.
- ❖ **SPC Alerts:**
 - Students are automatically enrolled in SPC Alerts, which is an emergency notification system. Students are encouraged to ensure their contact information is up to date in SPC Alerts to receive important safety and emergency notifications.
- ❖ **Email Support:**
 - If students encounter technical issues with their SPC email accounts or need assistance with email-related concerns, they should contact the college's IT support services for assistance. A social media policy for health sciences students should help students understand the responsible and professional use of social media platforms, especially given the sensitive nature of healthcare and patient information. Here is a sample social media policy for health sciences students:

SOCIAL MEDIA

The PTA program has a Facebook page at <https://www.facebook.com/South-Plains-College-PTA-270314052992426/?ref=bookmarks> In addition to the South Plains College website; this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the South Plains College PTA Facebook page is not mandatory, nor are personal Facebook accounts, to access this page.

- ❖ Clinical site and patient information should not be shared on any social media platform. Sharing this information can lead to dismissal from the PTA program.

CELL PHONE/SMART WATCHES

- ❖ Cellphones must be put away and turned **OFF** or put on **silent** during scheduled class/lab periods unless prior approval has been given by the instructor. Cell phones are to be used **outside** of the classroom while class is in session. This includes text messaging and internet browsing.

- ❖ Students will be dismissed from class/lab and sent home if a phone continuously rings/vibrates or if the student is discovered texting or browsing the internet. If dismissed from class, the student will receive an **absence** for the day.
- ❖ **EMERGENCY MESSAGES:** In the event of an emergency during normal class schedule, the student should notify their family to call the Nursing Office at (806) 716-2391 or (806) 716-2193. Class will not be interrupted unless it is an emergency, so the family members must identify themselves and state that it is an emergency to get immediate action.
- ❖ For emergencies during clinical rotations, the student should notify their family to call and leave a message or text (identifying who they are and who they need to get in touch with for an emergency) to the number or numbers provided in the clinical course syllabus and/or on the clinical course schedule.

Patient Confidentiality:

- ❖ Students must uphold the highest standards of patient confidentiality. Do not discuss specific patients, cases, or share any patient-related information on social media platforms, even if patient names or identifiers are not disclosed. Be cautious about sharing any content that might indirectly reveal patient information, such as photos or stories taken in clinical settings.

RESOURCES

TexBook Syllabus Statement

This course is part of your TexBook program, which means you don't need to purchase a textbook or access code for this course. TexBook is the required content (either an eBook or online Courseware) for your course, and is provided for you via the Bibliu platform from Day 1 of class.

- ❖ Cost of TexBook: this required content is provided as part of a Program called 'Inclusive Access', which means that content is provided for you at the lowest price available from the publisher. The cost for this is included in your tuition.
- ❖ How to access your digital content via Bibliu: you can access your material via the Bibliu link inside your Blackboard Course, or directly via the Bibliu app. If you have issues with this, please contact your professor, the Bookstore Manager or Bibliu Support (see below).
- ❖ The Bibliu platform: you can use the Bibliu platform to enhance your learning experience, with features including: highlighting, notes and reading text aloud. For more details and support on how to use Bibliu, please visit the [BibliU support pages](#), or contact Bibliu support via the email: support@bibliu.com
- ❖ Opting out: you can Opt-Out of the TexBook Program, up until the Opt-Out deadline, via the banner displayed when you open the Bibliu platform. Remember that Opt-Out deadlines vary by term, and if you choose to Opt-Out you will lose access to this low price option, and will need to purchase the content through a different method. If you opt-Out, the fee will be refunded to your account.

Useful contacts:

1. Bookstore Manager: Christian Bruno - christian.bruno@bibliu.com
2. Bookstore Text Coordinator: Trish Wells - patricia.wells@bibliu.com
3. Bibliu Support: email support@bibliu.com

Text Book

Mobility in Context Principles of Patient Care Skills Second Edition; Johansson and Chinworth; ISBN 978-0-8036-5817-2

COURSE SUPPLIES

- ❖ PTA Kit
- ❖ CPR Certification- ****The CPR Certification must be from AHA and valid through May 2026.**
- ❖ Minimum of 1 Program Polo, slacks and close toed shoes
- ❖ Lab clothes- Lab uniform
- ❖ Technology and access to internet

COURSE SCHEDULE

DATE	Before Class	TOPIC TUESDAY	TOPIC Thursday	After Class-
	Unit 1			Due Sunday at 11:59 PM
WEEK1 Jan 13-19	<i>Mobility In Context</i> Chapter 1 Chapter 2	Introduction Lab Orientation Communication Professional communication	Mechanic of Movement	<u>You will need to complete everything found in the after-class folder.</u>
WEEK2 Jan 20-26	<i>Mobility In Context</i> Chapter 3- 4 Video -PhysioU Lines and Tubes Documentation Module 1	Hand Washing PPE Sterile Technique	Guest Speaker: Pt. Assessment [Kensli Constancio]	Reading Quiz 1 [3 attempts available] Learning Summary
WEEK3 Jan 27- Feb 2	<i>Mobility In Context</i> Chapter 13 beginning 405 Video PhysioU-Assist Devices Documentation Module2	Special Environments Lines and Tubes [Covenant clinicians]	WC/Equipment (AD) <i>Body Mechanics and Infection control skills CRA</i>	Learning summary Reading Quiz 2 [3 attempts available] Completion of HIPAA and Blood Borne Pathogen module 360Train
WEEK4 Feb 3-9	<i>Mobility In Context</i> Chapter 5 Documentation Module 3	Vital Signs	Exam 1 [1:00-2:00] VS Lab	Learning summary Reading Quiz 3 [3 attempts available] Thelma Interventions
	Unit 2			
WEEK5 Feb 10-16	<i>Mobility In Context</i> Chapter 7 Documentation Module 4	Positioning Draping	Lab-practice Skills [Infection control-positioning and draping] <i>VS skills CRA</i>	Thelma Intervention Plan Chapter summary Reading Quiz 4 [3 attempts available]
WEEK6 Feb 17-23	<i>Mobility In Context</i> Chapter 9 Video PhysioU PNF	ROM	Lab-ROM Positioning, Draping, and PROM skills checks due this week by Friday 4:00PM	Thelma Intervention Plan Learning summary Reading Quiz 5 [3 attempts available]
WEEK7 Feb 24- March 2	<i>Mobility In Context</i> Chapter 8, 10,11, and 12	Bed mobility	Lab Exam 1	Learning summary Marty Intervention Plan Reading Quiz 6 [3 attempts available]
WEEK8 March 3 - 9	<i>Mobility In Context</i>	Transfers	Exam 2 [1-2] Transfers-Lab	Learning summary John Intervention Plan Reading Quiz 7 [3 attempts available]
Week 9 March 10-16	<i>Mobility In Context</i> Chapter 13 Chapter 14 Video PhysioU	WC Mobility <i>Transfer skills CRA Wednesday; to be assessed by C 14 Mentor</i>	Mobility Gait Intro Mobility-Gait Intro	Learning summary Thelma Intervention Plan Reading Quiz 8 [3 attempts available]

March 17-23	Spring Break	Spring Break	Spring Break	Spring Break
	Unit 3			
WEEK10 March 24-30	<i>Mobility In Context Video PhysioU Patient Education</i>	Mobility-Gait-Lab	<i>Mobility Practice Lab Equipment fit/adjust rodeo activity</i>	Learning summary Thelma Intervention Plan Reading Quiz 9 [3 attempts available]
WEEK11 March 31- April 6	Notes Video PhysioU Evidence based taping	Bandaging, Taping, Lymph Edema	Exam 3 [1-2] <i>WC and Gait skills CRA</i>	Practice cases-SOAP note Learning summary Reading Quiz 10 [3 attempts available]
	Unit 4			
WEEK12 April 7- 13	Notes	Wound Care (Pam Yandell PT)	Wound Care Lab <i>Basic dressing knowledge check</i>	Learning Summary Wound care intervention plan Reading Quiz 11 [3 attempts available]
WEEK13 April 14- 20	Notes Video PhysioU Pharmacology	Medication Laboratory test /medical conditions Surgical Precautions	7 Yards View Party ADLs Review Week	7 Yards Assignment Learning summary Reading Quiz 12 [3 attempts available]
WEEK14 April 21- 27	<i>Notes Video PhysioU Acute Care Interactive Review</i>	<i>Lab Review and practice/ complete PI Video Lines and Tubes Relay</i>	<i>SIM Center Treatment Day</i>	PI Video – Practice Case Self - evaluation Reading Quiz 13 [3 attempts available]
WEEK15 April 28- May 4	Monday Mock CRA	Wednesday Final CRA		
Week16 May 5-9	Lab Retakes	Final Lecture exam 1:00-3:00 pm		

- o Textbook and Supplies: *Mobility in Context Principles of Patient Care Skills Second Edition*; Johansson and Chinworth; ISBN 978-0-8036-5817-2
 - o PTA Kit, Lab Uniform
 - o PhysioU Access
- o Reading Quizzes: you will have 3 attempts for each Quiz to get the highest score possible. The high grades will be averaged for a total averaged to create a 5th “lecture” exam grade. The RQ attempts will be timed and self-submitted at the end of the time.
- o Learning summaries are required weekly. Suggested note taking formats Mind mapping, Box note taking, and outlines. This requirement is to help with foundational concepts before applying them to clinical decision making.
 - o You will have reflective Take Away assignments that need to be completed
- o For every assignment you are expected to have a thoughtful response with complete information that demonstrates your understanding of the material learned each week.
 - o All assignments should be completed and considered study tools.