Course Change Request

Date Submitted: 11/14/17 8:09 am

Viewing: FORS 604 : Forensic Investigation of Injury Advanced Trauma Assessments and Injury Pathology

Also Known As: NURS 604

Last approved: 06/18/17 3:26 am

Last edit: 11/17/17 9:44 am

Changes proposed by: brickia1

Programs referencing this course

Other Courses referencing this course
- As A Banner Equivalent:
  - NURS 604 - Advanced Trauma Assessments and Injury Pathology

Faculty Senate Number: N5.34.28

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisha Brickley-Meyer</td>
<td><a href="mailto:brickley-meyer@tamhsc.edu">brickley-meyer@tamhsc.edu</a></td>
<td>9794360132</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: FORS  
Department: College of Nursing  
College/School: Nursing  
Academic Level: Graduate  
Effective term: 2018-2019 2017-2018

Complete Course Title
- Forensic Investigation of Injury Advanced Trauma Assessments and Injury Pathology

Abbreviated Course Title
- FORENSIC INVESTIGATION OF INJ ADV. TRAUMA ASSESSMTS INJRY PATH

Catalog course description
- Injury: in-depth review of injury pathology, advanced trauma assessments and diagnosis of physical and psychological injuries across the lifespan, classifications and mechanisms of injury; biomechanical forensics of sharp, blunt, thermal, penetrating and mixed injuries; methods to differentiate between-intentional and versus unintentional injuries; diseases and physical findings mimicking abuse; physiology of wound healing, documentation of injury, biomechanics and pathophysiology of bruising, bruise resolution and similarities and differences with/from ecchymosis, pressure ulcer formation, healing and treatment, cutaneous injury prevention.

Prerequisites and Restrictions
- Grade of B or better in NURS 601 or FORS 601, or approval of instructor. FORS 601, FORS 602, FORS 603.

Concurrent Enrollment
- No

https://nextcatalog.tamu.edu/coursecatalog/approve/
Should catalog prerequisites / concurrent enrollment be enforced? **Yes No**

**Enforced Prerequisites / Concurrent Enrollment**

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 601</td>
<td>B</td>
<td>GR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>FORS 601</td>
<td>B</td>
<td>GR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Crosslistings: Yes
Stacked: No

Semester: Fall
Credit Hour(s): 3
Contact Hour(s): 3
Lecture: 3
Lab: 1
Other: 0
Total: 4

Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 5138990120
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture and Laboratory
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

**Learning Outcomes**

- Meets traditional face-to-face learning outcomes.
- Course previously approved for non-traditional course delivery.

**Hours**

- Meets traditional face-to-face hours.
- Course previously approved for non-traditional course delivery.

Will this course be taught as a distance education course? **Yes No**

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. **Yes**

Is 100% of this course going to be taught in Texas? **Yes**

Will classroom space be needed for this course? **No**

This will be a required course or an elective course for the following programs:
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: FORS_NURS 604 Forensic Investigation of Injury.pdf

Letters of support or other documentation: No

Additional information: Updated course title, description, course objectives and prereqs.

Reviewer Comments:
- Sandra Williams (sandra-williams) (10/31/17 8:23 pm): Rollback: Is this course being taught as non-traditional (distance education)?
- Sandra Williams (sandra-williams) (11/17/17 9:48 am): Syllabus prerequisites do not match form; link to student rule 7 missing; late work policy - should it read "unless university excused absences" instead of "unless determined by the course course faculty."
- Sandra Williams (sandra-williams) (11/17/17 9:52 am): Moving forward, however, updates may be required before course gets to GC.

Reported to state: No
Course title and number
FORS/NURS 604  Forensic Investigation of Injury

Term
Online

Course Description and Prerequisites
Forensic Investigation of Injury (2).  Credit 2. Injury pathology, across the lifespan; classifications and mechanisms of injury; intentional and unintentional injuries; physiology of wound healing; documentation of injury; Prerequisite: FORS 601 or with instructor approval.

Learning Outcomes or Course Objectives
By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare mechanisms of injury based on current research across the lifespan.</td>
</tr>
<tr>
<td>2. Describe the physiology of wound healing and factors impacting healing</td>
</tr>
<tr>
<td>3. Differentiate between mechanisms of injury and intentional versus unintentional injury.</td>
</tr>
<tr>
<td>4. Document injury to support investigation and legal proceedings.</td>
</tr>
</tbody>
</table>

Instructor Information
Name: Stacey A. Mitchell, DNP, MBA, RN, SANE-A, SANE-P
Telephone number: 979-436-0283
Email address: samitchell@tamhsc.edu
Office hours: By appointment.

Textbook and/or Resource Material
REQUIRED LEARNING MATERIALS:
Grading Policies

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Forensic Report #1</td>
<td>15</td>
</tr>
<tr>
<td>Forensic Report #2</td>
<td>15</td>
</tr>
<tr>
<td>Peer Critique of Forensic Report</td>
<td>10</td>
</tr>
<tr>
<td>Final Reflective Summary</td>
<td>5</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
1. Initial Posts to the Discussion Board are due by Sunday at midnight CST. Secondary Posts (in response to colleagues’ Initial Posts) are due by Tuesday midnight CST.
2. Due to the nature of discussion postings, late Secondary Posts (posted after Tuesday midnight CST) will not be graded and will result in point deduction. Discussion Board grades will be reduced by 10 points per day for late Initial Posts.
3. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and
teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

Other Pertinent Course Information

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine.
   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion.(cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

## Course Calendar

**FORS/NURS 604—Forensic Investigation of Injury**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Injury overview/mechanisms of injury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Forensic documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Blunt force trauma I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Blunt force trauma II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Wounds caused by pointed/sharp edges weapons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 6      | Week: 6   | Asphyxiation  
Strangulation |                   |                   |
| 7      | Week 7    | Skull & brain trauma |                   |                   |
| 8      | Week: 8   | Physical/psychological trauma of children |                   |                   |
| 9      | Week: 9   | Sexual assault of children |                   |                   |
| 10     | Week: 10  | Sexual assault of adults |                   |                   |
| 11     | Week: 11  | Elder/vulnerable person abuse/neglect |                   |                   |
| 12     | Week: 12  | Redacted case review and Forensic Report 1 |                   |                   |
| 13     | Week: 13  | Redacted case review and Forensic Report 2 |                   |                   |
| 14     | Week: 14  | Peer critique of selected classmates write up |                   |                   |
| 15     | Week: 15  | Final Reflective Summary  
Course/Faculty Evaluations | Final Reflective Summary |                   |

---

**Final Reflective Summary**