

**UNIVERSITY OF PENNSYLVANIA
SCHOOL OF NURSING
COURSE OUTLINE
Summer 2013**

Title: N657: Advanced Physical Assessment & Clinical Decision Making
Course Units: 1 c.u: 4 hours integrated didactic lecture and lab

Catalog Description:

This is a didactic/laboratory course designed to help prospective nurse practitioners develop advanced clinical assessment skills. Provider-patient interaction, data collection, and hypothesis formulation are emphasized. All participants engage in actual practice with fellow students, and/or models, and consenting patients.

Placement: Summer Semester, 2013

Faculty:

Course Directors Victoria Sherry, MSN, CRNP and Christine Reger, MSN, CRNP
Associate Course Director Marianne Buzby, MSN, CRNP

Lab Instructors

Monday

Katharine Smith, MSN, CRNP
Suzanne McGettigan, MSN, CRNP
Katherine Thompson, MSN, CRNP
Valerie Cotter, DrNP, AGPCNP-BC, AANP
Eve Bosnick, MSN, APRN, PNP-BC
Noreen McDaniels-Yakscoe, MSN, CRNP

Tuesday

Hilary Barnes, MSN, CRNP
Jennie Lattimer, MSN, CRNP
Katharine Smith, MSN, CRNP
Karla Reiland, MSN, CRNP
Susan Southard, MSN, CRNP
Julia Mills, MSN, CRNP
Anne Mitchell, MSN, ANP-BC
Sunny Hallowell, MSN, PPCNP-BC, IBCLC

Wednesday

Sarah Jacoby, PhD(c), MPH, MSN
Hilary Barnes, MSN, CRNP
Tracy Krimmel, MSN, CRNP
Sara Goldfine-Ward, MSN, CRNP
Karla Reiland, MSN, CRNP
Joan Connelly, MSN, CRNP

Thursday

Liza Hillel, MSN, CRNP
Lauren Massimo, PhD(c), MSN, CRNP
Helen Teng, MSN, CRNP
Elizabeth McAndrews, MSN, CRNP
Meredith Mackenzie, MSN, CRNP
Lit Soo Ng, MSN, CRNP, ACNP

Lab Session

Location: Brunner Lab

Section 901	Monday	5pm –9pm	Primary Care Programs
Section 902	Tuesday	5pm- 9pm	Psychiatric-Mental Health and Anesthesia Programs
Section 903	Wednesday	5pm –9pm	Acute Care Programs
Section 904	Thursday	5pm- 9pm	Women’s Health and Nurse-Midwifery Programs

Didactic Sessions: 5 p.m. – 6 p.m.

Location: Room 114

Course Overview:

(except 5/22, 5/29: in AUD)

This course provides planned didactic/laboratory experience where students learn evidence based physical assessment skills consistent with advanced practice nursing. Laboratory experience is based on actual practice with fellow students, and/or models. Practice is guided by faculty providing oversight, instruction, and clinical thinking to a small group of students. Students are expected to master the psychomotor skills necessary for a complete physical examination, and develop some skill with special techniques necessary for focused physical examinations.

Didactic sessions are designed to provide foundational information in history taking, including a problem-focused history for acute, episodic and chronic conditions, and a comprehensive health history. Students are expected to master the skills necessary to obtain and document the health history and physical examination data accurately. Students will be introduced to concepts related to the interpretation and validity of findings and how it relates to rationale clinical decision-making.

Course Objectives:

The student will:

1. Develop data collection skills appropriate to advanced practice nursing, especially those pertaining to history taking and physical examination.

2. Modify the assessment process to meet age-specific needs of the client/patient in the context of cultural and ethnic differences.
3. Integrate and synthesize data collection skills in normal individuals.
4. Develop the ability to integrate and synthesize history and physical examination findings and communicate these findings orally and in writing.
5. Understand and apply the process of clinical decision making and hypothesis formulation based on current evidence and approved clinical guidelines.
6. Develop the ability to interact with the client/patient in a professional manner.

Teaching Methods:

A combination of lectures, clinical case discussions, quizzes, faculty guided role play, audio-taping, analysis of written work, and faculty guided laboratory experience will be used during weekly sessions. Required readings for each session will be found in the textbooks.

History taking and clinical decision-making are practiced with direct guidance from experienced advanced practice nurses. Experiences are arranged to reflect the specific learning needs of individual students.

POLICIES:

Graduate level writing skills are all expected for written assignments. Students who require assistance with writing are urged to contact the Penn Writing Center. The Writing Center offers friendly, expert writing guidance to help students write with greater skill and confidence.

The Penn Writing Center
215.573.2729
critwrit@writing.upenn.edu

Knowledge regarding computer use and navigation of the Blackboard system is required for this course. Students who need additional training in this area should contact the computer lab in the School of Nursing.

Integrity: It is expected that students will read, adhere to, and SIGN the **University Code of Academic Integrity and Personal Attributes**. Please hand in these documents to the course faculty on the second week of class. Violations will be brought to the Office of Student Conduct. Falsely recording attendance for another student is considered a violation. Sharing your work with another student in an effort to “help” a stressed classmate is also considered a violation.

Attendance Policy - Students are expected to come to all classes and laboratory sessions on time and be prepared by completing the assigned readings prior to each scheduled didactic and laboratory session.

In order to obtain certification as an APN a required minimum number of clinical and didactic

hours must be completed. Upon graduation the program director must sign and confirm that each student has received the minimum number of course hours. For this reason, **attendance will be taken** for each didactic/lab session by signature on a sign in sheet. Signing in another student will be considered a violation of the Code of Academic Integrity and Personal Attributes.

Any student **missing more than 2 didactic sessions** must meet with the program director to discuss options to fulfill the certification requirements. Students are expected to attend **all** assigned physical examination lab sessions. Students must maintain a grade point average of 3.0 or better to remain in good standing with the graduate program.

Notification that you intend to miss a didactic or lab session must be documented in writing (email) to the course director and lab faculty at least 1 week before the date you intend to miss. Include an explanation of your decision to miss class, and your plan to make up the missed content in the message. Students may attend an alternate physical examination session **only** with faculty approval. Emergencies also require notification (when possible) and will be evaluated on a case by case basis.

If you will miss a didactic session, notify Victoria Sherry.

If you will miss a physical examination lab session, notify Victoria Sherry **and** the lab section leader.

For all emergencies that will impact your participation in the course, contact Victoria Sherry.

Late Assignment Policy - Assignments must be submitted **by the end of didactic/lab session on the due date**. Requests for an extension must be requested in writing at least 72 hours before the assignment is due and be based on important rationales.

Materials received after the due date will be considered late, with an automatic **5 point deduction** from the assignment grade. An additional 5 point deduction will be made for each subsequent 24 hours that the assignment is late.

Evaluation Methods:

Letter or Numeric Grades:

- | | | |
|-------------|---------------------------------|-----|
| I. | Quizzes and Tests: | |
| | a) Quiz 1 | 15% |
| | b) Quiz 2 | 15% |
| II. | History Taking Assignments | |
| | a) Problem Focused History | 10% |
| | b) Comprehensive Health History | 10% |
| | c) Self-Critique of CHH | 10% |
| III. | Physical Examination | |
| | a) Demo #2 | 10% |
| | b) Demo #2 documentation | 5% |
| | c) Final Demo** | 15% |
| | d) Final Demo documentation | 10% |

Pass/Fail

- b) Weekly laboratory write ups
- c) Demo #1**

If an assignment is returned to the student and requires resubmission, the student will receive a grade no higher than a B (85).

****Mastery of the Physical Examination must be successfully demonstrated to pass the course.**

If you are not successful on the first attempt on Demo #1, Demo #2 or the Final Demo, you will be given a second opportunity to remediate.

Demo Remediation:

- Your demo grade will be the average of the failed demo and the remediated demo, not to exceed a B (85).
- Prior to remediation, you must meet with your section leader for practice and to discuss a plan to master the skills necessary to successfully complete of the demo.
- You must re-demo within 2 weeks of the original demo date with a Course Director or Associate Director.
- If you do not pass any of the demos on the second attempt, you will not be able to proceed in the course.

REQUIRED TEXTS for N657

Bickley, L.S., Szilagyi, P.G., (2013). *Bates' Guide to Physical Examination and History Taking*,

11th Ed. Philadelphia: Lippincott Williams & Wilkins. ISBN: 978-1-60913-762-5

Assignments: See Weekly Schedule for Due Dates

I. *Weekly Physical Examination Laboratory*

The purpose of this time is to provide practice of the psychomotor skills necessary to perform an accurate and appropriate physical examination, and to begin decision making about when additional techniques might be necessary. Practice is guided by faculty members who provide oversight, instruction, and assist in the development of clinical thinking skills. Students are expected to master the psychomotor skills necessary for a complete physical examination, and develop some skill with special techniques necessary for focused physical examinations. Students are expected to accurately describe their thought process (rationale) related to the physical examination.

- Prior to your scheduled lab time, you are expected to:
 - read the related chapters in the text book
- At the beginning of the lab session, the faculty will demonstrate the exam skills that the

student is expected to practice and begin to master during the lab session.

- Then students are expected to spend NO MORE than 15 mins each to obtain and document a review of systems appropriate for the systems included in the weekly physical examination. The review of systems should be hand written and obtained during a **face-to-face conversation** with your lab partner.
- Practice and perform the portion of the physical examination assigned for the week on your partner.
- Practice and perform the Problem-focused Physical Examination techniques assigned for the week.
 - Be prepared to explain under what circumstances you would want to perform these techniques, how the results would help you, and how you would perform them.
 - Each skill MUST be observed by faculty who will sign off that you have successfully completed the skills.
 - You will NOT be permitted to take your final demo until this form is complete.
- Documentation of the physical examination findings for the systems examined that week should be **hand written**.
- If you discover a problem in the history or the exam, include a brief history of present illness.
- Hand in the documented review of systems and the physical exam findings associated with the content covered in each lab session to your lab session faculty.

PRACTICE, PRACTICE, PRACTICE in addition to the time you spend in the lab session is essential to mastery of these psychomotor skills!

- A 4 hour practice session will be offered every Friday from 5pm – 9pm under the supervision of a lab faculty.

II. Quizzes and Final:

Quiz #1: Didactic content covered in Weeks 1, 2, 3 and 4.

Quiz #2: Didactic content covered in weeks 5, 7, 8 and 9.

Final: All covered course didactic material

III. Problem-focused History Seminar

The purpose of this assignment is to develop and master the skills necessary to obtain a problem-focused history, document the data collected succinctly and accurately, and present the data succinctly and accurately to a colleague. Students will also have an opportunity to discuss their rationale for a focused physical examination for the patient in the scenario, as well as begin to develop hypotheses about the likely health problem(s) in the scenario. Students will have the opportunity to learn a variety of history taking techniques from their peers.

Students are expected to come to the seminar session prepared to obtain a problem-focused history. Scenarios will be provided by the lab faculty. Lab faculty will role play the patient,

and each student will have the opportunity to be the advanced practice nurse. All students are encouraged to practice active listening and documentation of the data collected for each history obtained during the seminar session.

The first two seminar sessions will be practice sessions (half of the students in the first session and half of the students in the second session). The third and fourth sessions will be graded (half of the students in the third session and half of the students in the fourth session). Therefore, each student will have one chance to practice and one graded Problem-focused History.

During these sessions, each student will have:

- 10 minutes for each student to collect the problem focused history
- 10 minutes total for each student to summarize all the information and present it back to the group, and for the seminar group to work as a team to determine the elements of the physical examination that should be performed and discuss techniques and strategies that might be effective in future patient interviews.
- 10 minutes for **ALL STUDENTS in the seminar to document the history obtained (hand written)**. At the end of the seminar, each student will select one scenario (of the 3) to document and hand in to the lab faculty.

Feedback will be provided on:

1. the skills and non-verbal manners observed in obtaining the history
2. the accuracy and organization of the presentation of the history to the “preceptor”
the accuracy and organization of the documentation

IV. Comprehensive Health History (CHH)

The purpose of this assignment is to develop and master the skills necessary to obtain a comprehensive health history, and document the data collected succinctly and accurately.

- a. Select a patient (classmate other than your lab partner, friend, or significant other). Keep in mind that you will need to collect data on some sensitive topics such as sexual history. In addition, a person with multiple health problems will likely have a much more complicated CHH, and may not be a good choice for this project.
- b. Review the components of the comprehensive health history and consider how you will ask the questions.
- c. Discuss with your lab session faculty the **acceptable options for recording** the audio portion of the history (flash drive, CD, audiocassette [must provide recorder], email via itunes or dropbox).
- d. Set up a space to collect the history that is free from distraction, and mimics the environment of a professional interaction with a patient. **Record** the interview and begin your documentation of the history as you collect it.
- e. Collect the comprehensive health history in **no more than 45 minutes**. You will need to be prepared to meet this time limit.

- f. At the end of the interview, pause the audio recording device and review the data you collected. If you overlooked an area, turn the audio recording device back on and collect that information.
- g. Document the history in the format outlined on the CHH grading guideline on Bb.
- h. Listen to the audio recording to assure that you have documented the data accurately and succinctly.
- i. Submit the audio recording and the documentation to your lab session faculty for grading. Discuss this with your faculty.

V. Comprehensive Health History Self-Critique

The first purpose of this assignment is to evaluate and enhance your skills with interviewing, history taking, and documentation by critiquing one's own work against a professional standard.

- a. Using the guidelines for the critique posted on Bb, review the data collected, the interviewing skills used, and the written documentation
- b. Emphasize what was done especially well
- c. Be sure to highlight what could be improved and how you would change your skill set as you mature in the advanced practice nursing role. Include references to the areas of the textbooks that you used to critique your work, and explain why you would or would not change specific techniques.
- d. Hand in the Self-Critique with the audio recording and the documentation of the history to your laboratory session faculty.
- e. The Self-Critique should be written as a narrative. This is a professional paper, not a personal diary.

***This will be due on the week of 7/15, handed in to your lab faculty.**

VI. Physical Examination Demo** (see Evaluation Methods for additional details)

The purpose of this assignment is to demonstrate mastery of the physical examination skills, and documentation of the physical examination findings.

Students will be observed by their lab faculty for at least one of the first 2 demonstrations. Faculty observers are randomly assigned for the final demonstration.

- a. Demo # 1: Pass or Fail
 - Prior to your scheduled lab time, review the Student Guidelines for Demo #1 on Bb
 - Prior to your scheduled lab time, obtain and document a review of systems appropriate for the systems included in this physical examination. The review of systems should be **handwritten** and obtained during a **face-to-face conversation** with your lab partner. It is due at the beginning of the lab session
 - Perform a HEENT, Cranial Nerve, Skin, Neck, Breast, Thorax, Cardiac and Peripheral Vascular exam on your partner during normally scheduled lab time.
 - You have **45 minutes to perform the exam.**

- The faculty member who observed you will provide feedback regarding your physical examination skills at the end of the lab session. See the Demo Checklist.
 - Document the physical examination data obtained during this lab session. You will be limited to **30 minutes** and you may use your textbook.
 - Hand in the Review of Systems and the PE documentation to the faculty who observed you during this lab session
 - Your documentation will be reviewed by the faculty member and returned to you with comments.
- b. Demo #2
- Prior to your scheduled lab time, review the Student Guidelines for Demo #2 on Bb
 - Prior to your scheduled lab time, obtain and document a complete review of systems. The review of systems should be **handwritten** and obtained during a **face-to-face conversation** with your lab partner. It is due at the beginning of the lab session.
 - Perform a Head to Toe exam (except genital and rectal exams) on your partner during normally scheduled lab time.
 - You have **60 minutes to perform the exam**.
 - The faculty member who observed you will provide you with feedback on the physical examination skills at the end of this lab session. See the Demo Checklist.
 - Document the physical examination data obtained during this lab session. You will be limited to **40 minutes** and **will not be permitted to use your textbook**.
 - Hand in the review of systems and the PE documentation to the faculty member who observed you during this lab session
 - Your documentation will be reviewed by the faculty member and returned to you with comments.
 - You will receive 2 grades:
 - i. One for the PE skills demonstrated during this lab, and
 - ii. One for the **accuracy and completeness** of the documentation of the data collected in the review of systems and the physical examination.
- c. Final Demo
- Prior to your scheduled Final Demo, review the Student Guidelines for Final Demo on Bb
 - Document a complete review of systems. The review of systems should be **typed** and should reflect the feedback you have received on the review of systems you have handed throughout the semester.
 - Perform a Head to Toe exam (except genital and rectal exams) on your partner during the previously scheduled lab time.
 - You have **60 minutes to perform the exam**.
 - The faculty member who observed you will provide you with feedback on the physical examination skills at the end of this lab session. See the Demo Checklist.
 - Document the physical examination data obtained during this lab session – You will be limited to **30 minutes** and **will not be permitted to use your textbook**.
 - Hand in the review of systems and the PE documentation to the faculty who

- observed you during this lab session
- Your documentation will be reviewed by the faculty member and returned to you with comments.
 - You will receive 2 grades:
 - i. One for the PE skills demonstrated during this lab, and
 - ii. One for the **accuracy, completeness and succinctness** of the documentation of the data collected in the review of systems and the physical examination.

Total Number of Theory Hours: 45

Statement of Personal Attributes and Capabilities Necessary for Admission to, Progression through and Graduation from the School of Nursing at the University of Pennsylvania

The curricula leading to degrees in nursing require students to engage in diverse and complex experiences directed to the practice, refinement and full acquisition of essential nursing competencies and functions. Unique combinations of cognitive, behavioral, sensory, communication, psychomotor, and communication abilities are required to perform these functions in a satisfactory manner and to consistently demonstrate these competencies. In addition to being essential to the successful completion of the requirements for the respective nursing degree, these competencies and functions are necessary to ensure the health and safety of patients, fellow students, faculty and other health care providers. This statement describes the minimum competencies and functions necessary for entrance to, continuation in, and graduation from the nursing degree programs of the School of Nursing at the University of Pennsylvania. Candidates for nursing degrees must be able to meet these minimum standards with or without reasonable accommodation.

Candidates for degrees offered by the School of Nursing must exhibit all the following competencies and characteristics:

Behavioral Characteristics:

- Fully use his/her intellectual ability, exercise good judgment and promptly and accurately complete all responsibilities attendant to implementing an appropriate plan of care for patients across the life span.
- Develop a compassionate, effective, professional and therapeutic relationship with patients.
- Work constructively in stressful and changing environments with the ability to modify behavior in response to evolving events.
- Demonstrate ethical behavior, including adherence to the Nurse Practice Act, the ANA Scope and Standards of Practice and the University Code of Academic Integrity.
- Demonstrate emotional and interpersonal skills sufficient to:
 - adapt to changing environments.
 - function efficiently and effectively in conditions of uncertainty inherent in the clinical problems exhibited by patients.
 - remain calm in an emergency situation.
 - function effectively and efficiently in times of physical and mental stress for short and/or for extended periods.
 - be aware of one's emotional responses and biases.

Communication Characteristics:

- Interrelate with colleagues, faculty, staff, patients and other professionals with honesty, sensitivity, integrity, respect and without bias.
- Communicate effectively with patients and families of diverse religious, cultural and/or social backgrounds.
- Express own ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.

- Communicate effectively in oral and written forms in person and/or when using telephonic devices.
- Perceive and interpret non-verbal communication and verbal cues.
- Recognize and appropriately respond to emotions.
- Demonstrate the following communication abilities: speech, hearing, reading, writing, and electronic modality literacy.
- Demonstrate skills/ability sufficient to:
 - Elicit and record relevant information about health history, current health status or responses to treatment from patients, family members, or others.
 - Convey information to patient, members of the healthcare team and others as necessary to teach, direct, and counsel individuals and groups.
 - Give verbal directions to or follow verbal directions from other members of the health care team and participate in health care team discussions/coordination of patient care.
 - Process and communicate information of the patient's status with accuracy in a timely manner to members of the healthcare team.

Psychomotor Abilities:

- Possess sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibration), physical strength and mobility to carry out nursing procedures, to conduct laboratory and diagnostic tests, and carry out physical examinations.
- Possess the motor skills required for their specialty's scope of practice, as defined by the relevant accrediting organization(s).
- Possess sufficient motor function to be able to demonstrate manual dexterity in order to coordinate fine and gross muscular movements sufficient to provide safe general care and treatment to patients in all areas of healthcare.
- Demonstrate an appropriate and timely response in emergency situations, including any circumstance requiring immediate and rapid resolution.
- Demonstrate physical abilities sufficient for carrying equipment, pushing, pulling, stooping, kneeling, bending, climbing stairs and moving within the confines of care delivery settings such as the patient room and the operating room and between settings such as clinic, classroom building and hospital.
- Demonstrate ability to lift, push and pull with assistance (mechanical or coworker) the weight of the average patient specific to the area of clinical work; and possess sufficient flexibility, balance, dexterity, hand-eye coordination, and stamina to deliver care and operate all related instruments and equipment.

Cognitive Characteristics:

- Demonstrate an aptitude for rapid problem solving, the capability to access and interpret medical files independently, evaluate physical examinations, and formulate a logical care plan in a timely manner.
- Demonstrate good judgment in patient assessment, and the abilities to utilize prior knowledge and incorporate new information in the decision-making process.

- Possess the ability to comprehend three-dimensional relationships and the relationships of structures as they pertain to practice decisions.
- Possess the necessary short and long-term memory function to retain and recall pertinent information (patient and other) in a timely fashion.
- Possess the ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.
- Demonstrate the ability to gather, analyze and synthesize data, develop an appropriate plan of action, establish priorities, conceptualize plan of care, monitor treatment plans and modalities and provide in-depth rationale for plan of care both in quiet environments and in areas where distractions, noise, and other stressors are present.
- Demonstrate the ability to integrate and assimilate large volumes of information from multiple sources and multiple educational experiences in a timely fashion, and be able to apply that information to problem solving and decision making.

Sensory Characteristics:

- Ability to distinguish colors including the accurate interpretation of diagnostic tests, changes in skin color, nail beds, mucus membranes, bodily fluids and wound characteristics in all types of lighting conditions.
- Ability to recognize three dimensional and spatial relationships.
- Ability to discriminate physical examination findings using inspection, auscultation, percussion and palpation.
- Ability to discriminate between sizes, shapes, temperature, and texture by means of touch.
- Ability to discriminate changes in position, pressure, movement and vibrations in order to perform nursing procedures, conduct laboratory and diagnostic tests, and to perform the physical examination.
- Ability to distinguish odors that may be related to a patient's condition, noxious spills, or fumes from a fire explosion or malfunction of equipment.
- Ability to detect sounds related to bodily functions, monitoring devices, telephones and emergency signals.
- Ability to prepare and dispense the correct quantity of medication or therapeutic agents in a syringe or therapeutic device
- Possess sufficient visual acuity so as to be able to observe a patient's response at a distance and/or close at hand and to read lips when necessary.

Consistent with its mission and philosophy, the School of Nursing is committed to providing educational opportunities to students with disabilities. In accordance with the American with Disabilities Act and Section 504 of the Rehabilitation Act, the School provides reasonable accommodations to otherwise qualified students with disabilities. However, the decision regarding appropriate accommodations will be based on the specifics of each case.

Students who seek reasonable accommodations for disabilities must contact the Office of Student Disabilities Services located at Stouffer Commons, Suite 300, 3702 Spruce Street, Philadelphia PA 19104-6027. The office hours are Monday through Friday, from 9:00am to

5:00pm. Phone: (215) 573-9235; TDD: (215) 746-6320; FAX: (215) 746-6326; Email: sdsmail@zimbra.upenn.edu. This office is responsible for assessing documentation and determining reasonable accommodations.

Questions concerning these standards can be directed to the Assistant Dean for Academic and Student Services [advisor@nursing.upenn.edu]

I have read the Statement of Personal Attributes and Capabilities and my signature reflects my understanding of the policy. Please turn signed form into Course Director.

Signature _____ Date _____

Approved December 2011

University of Pennsylvania's Code of Academic Integrity

Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic Integrity.*

Academic Dishonesty Definitions

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include but are not limited to the following definitions:

A. Cheating

Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Example: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.

B. Plagiarism

Using the ideas, data, or language of another without specific or proper acknowledgment. Example: copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.

C. Fabrication

Submitting contrived or altered information in any academic exercise. Example: making up data for an experiment, fudging data, citing nonexistent articles, contriving sources, etc.

D. Multiple Submissions

Multiple submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement.

E. Misrepresentation of academic records

Misrepresentation of academic records: misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts or academic record, either before or after coming to the University of Pennsylvania. Example: forging a change of grade slip, tampering with computer records, falsifying

academic information on one's resume, etc.

F. Facilitating Academic Dishonesty

Knowingly helping or attempting to help another violate any provision of the Code. Example: working together on a take-home exam, etc.

G. Unfair Advantage

Attempting to gain unauthorized advantage over fellow students in an academic exercise. Example: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use., etc.

* If a student is unsure whether his action(s) constitute a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.

I have read the Code of Academic Integrity and my signature reflects my understanding of the policy.
Please turn signed form into Course Director.

Signature _____ Date _____

This edition edited, amended and produced by:

The University Honor Council and the
Office of Student Conduct
University of Pennsylvania
Fall 2008