

## PROFESSIONAL NURSING CONCEPTS IV (RNSG 2138)

### CREDIT

1 Semester Credit Hours (1 hour lecture, 1 hour lab) 32 Contact Hours

### MODE OF INSTRUCTION

Face to Face, Hybrid (web assisted)

### PREREQUISITE/CO-REQUISITE:

Prerequisites: RNSG 1137, RNSG 1438, RNSG 2362

Corequisites: RNSG 2539, RNSG 2363

### COURSE DESCRIPTION

Integration of professional nursing concepts and exemplars within the professional nursing roles. Synthesizes concepts of clinical judgment, ethical-legal, evidence-based practice, leadership and management, patient-centered care, professionalism, teamwork, and collaboration through exemplars presented in the Health Care Concepts courses. Emphasizes the concept of quality improvement and introduces health policy. Incorporates concepts into role development of the professional nurse. This course lends itself to a concept-based approach.

### COURSE OBJECTIVES/ COURSE MEASURABLE LEARNING OUTCOMES

| Upon completion of this course, the student will be able to |                                                                                                                                              | End of Program Student Learning Outcome (EOP SLO) | Differentiated Essential Competency (DEC)                                                                                                                   |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                          | * Integrate the attributes and roles of the professional nurse into practice;                                                                | 1,5                                               | <b>MOP</b> A1a, b,c, A2, A3, A4, B1a, b,c,d,e, B2a, B7a, b, C3, C4, C5a, b,c, D1, D2, D3, D4, D5<br><b>PCC</b> D4a, b<br><b>MHCT</b> E1, G1, G2a, b, G3, G4 |
| 2.                                                          | *Use clinical reasoning and evidence-based practice outcomes as the basis for decision-making and comprehensive, safe patient-centered care; | 2,3,8                                             | <b>PCC</b> A1a, b, A2a, b,c, A3, A4, B1, B2, B3, B11, C4a, C6, D3a, b, D5a, b, E13                                                                          |



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| 3.  | *Integrate principles of quality improvement and safety into nursing practice;                                                                                              | 5       | <b>PSA</b> A3, A6, B1a,b,c, B2, B3a,b,c, B4, B5<br><b>MHCT</b> A5b,                                                                       |
| 4.  | *Justify decisions based on legal-ethical parameters for professional nursing practice;                                                                                     | 4       | <b>MOP</b> B1a,b, B2a,b, B3<br><b>PCC</b> D1c, E1a,b, E2, E3a,b, E4a,b, E5, E6a,b, E7, E8, E9, E10, E11a,b,c, E12, E13<br><b>MHCT</b> A4b |
| 5.  | *Demonstrate professional comportment;                                                                                                                                      | 1,5,7   | <b>PCC</b> D1c,d<br><b>PSA</b> D1a,b,c, E1a,b,c, E2                                                                                       |
| 6.  | *Engage in effective professional collaboration in the delivery of healthcare for quality patient outcomes.                                                                 | 5,6,7,8 | <b>PCC</b> C4b, C5, C7, H1, H2, H3a,b,c, H4a,b, H6,H7<br><b>MHCT</b> A1a,b, C1, C2, C3, C4a,b, C5, C6, C7, C8                             |
| 7.  | Appraise professional communication (verbal, written, and health information technology) in the nursing management of select concepts.                                      | 1,5,7   | <b>MOP</b> B7c<br><b>PCC</b> C1a,b, C2a,b, D5a, E11c, H5<br><b>MHCT</b> A2, D1a,b, D2, D3                                                 |
| 8.  | Appraise management and change theories for care coordination in the healthcare environment.                                                                                | 1,5     | <b>MHCT</b> A3a, C7                                                                                                                       |
| 9.  | Examine evidence-based practice for leadership, management, and quality improvement.                                                                                        | 2,3     | <b>PCC</b> D4a,b,c, F1, F2, F3<br><b>PSA</b> F1a,b,c, F2<br><b>MHCT</b> F1, F2, F3a,b,c, F4a,b                                            |
| 10. | Distinguish the professional nursing roles of patient advocate and provider of compassionate, theory-based, individualized, and culturally competent patient-centered care. | 1,5,7   | <b>MOP</b> B3<br><b>PCC</b> B4, B5, C1a,C8, D1a,b, D2, E1a, E3a,b, G1a, G3a,b                                                             |

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|  |  |  | MHCT A4a, B1a,b,<br>B2a,b, |
|--|--|--|----------------------------|

Note: \* indicates WECM End-of-Course Outcome.

## INSTRUCTOR CONTACT INFORMATION

Instructor: Stacey Ojemeni, DNP, MJ, RN (Course Leader)  
 Email: [sojemeni@lit.edu](mailto:sojemeni@lit.edu)  
 Office Phone: (409) 247-4926  
 Office Location: WAHTC 335  
 Office Hours: Tuesday, 9:30 a.m.–5:30 p.m.; Wednesday, 10:30–11:30 a.m. and 4:00–5:00 p.m.

## REQUIRED TEXTBOOK AND MATERIALS

Ashwill, E. M., Murray, S., James, S., Nelson, K. J. (2023). *Maternal-Child Nursing* (6th ed.). Elsevier Health Sciences (US).

Sherpath for Ashwill, E. M., Murray, S, James, S., Nelson, K. J. (2023). *Maternal-Child Nursing* (6th ed.). Elsevier Health Sciences (US).

Giddens, J. F. (2025). *Concepts for Nursing Practice* (4<sup>th</sup> ed.). Elsevier Health Sciences (US).

Halter, M. (2023). *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Halter, M. (2023) *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th ed.). Elsevier Health Sciences (US).

Harding, M. M., Kwong, J., & Hagler, D. (2023). *Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (12th ed.). Elsevier Health Sciences (US).

Sherpath for Harding, M. M., Kwong, J., & Hagler, D. (2023). *Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (12th ed.). Elsevier Health Sciences (US).

Joseph, D.H.M. L. (2022). *Leadership and Nursing Care Management* (7th ed.). Elsevier Health Sciences (US).

Sherpath for Joseph, D.H.M. L. (2022). *Leadership and Nursing Care Management* (7th ed.). Elsevier Health Sciences (US).

Texas Board of Nursing. (2023). *Nursing Practice Act, Nursing Peer Review, & Nurse Licensure*

*Compact: Texas Occupations Code.*

Texas Board of Nursing. (2021). *Differentiated Essential Competencies of Graduates of Texas Nursing Programs: Evidence by Knowledge, Clinical Judgments, and Behaviors.*

Urden, L. D., Stacy, K. M., & Lough, M. E. (2024). *Priorities in Critical Care Nursing* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Urden, L. D., Stacy, K. M., & Lough, M. E. (2024). *Priorities in Critical Care Nursing* (9th ed.). Elsevier Health Sciences (US).

Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice* (2<sup>nd</sup> ed.). Elsevier.

Sherpath for Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice* (2<sup>nd</sup> ed.). Elsevier.

### **ATTENDANCE POLICY**

Students are expected to attend all classroom, laboratory, and clinical experiences. Therefore, absences should not be scheduled. If a student experiences an unplanned absence (illness or emergency), the student must contact the course faculty member by email or the administrative associate for the nursing program prior to the scheduled class, laboratory, or clinical time and provide documentation of the absence. Failure to notify faculty and/or provide adequate documentation of the absence may result in an unexcused absence and initiation of the disciplinary process.

### **DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified date as listed in the College Calendar on the [Student Success](#) web page. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

### **OUTLINE**

- I. Professional Nursing Attributes and Roles
  - A. Professionalism/Professional Identity
    1. Nursing organizations & unions
    2. Transition to practice (Workforce Readiness)
      - a. Preceptorship, mentorship, and residencies
      - b. Building a professional portfolio
      - c. Resume, interviewing, and the onboarding process
      - d. Self-care, coping strategies and reflective practice
      - e. Financial literacy for nurses (salaries, benefits, shift differentials)
      - f. Lifelong learning
  - B. Organizational culture and fairness

1. Improving outcomes at the individual, organizational, and community levels
2. Professional relationships and respectful workplace interactions
3. Professional practice and ethical responsibilities
4. Organizational culture, fairness, and belonging
- C. Nurse Licensure
  - a. Application for initial licensure
  - b. Jurisprudence exam
  - c. NCLEX prep
- D. Clinical judgment
  1. Urgent/Emergent Situations (Recognize Sepsis)
    - a. Medication management
    - b. Prioritization of Care
    - c. Delegation
    - d. When to Contact Physician or other Health care provider
- E. Leadership
  1. Management and Change Theory
  2. Intro to working in health care environments
  3. Care Coordination
  4. Managing workloads and competing demands
  5. Charge nurse basics
  6. Understanding systems and processes
- F. Ethical-legal, Texas Nurse Practice Act, ANA Code of Ethics
  1. Whistle blowing
  2. Safe harbor
  3. Obligation to report
  4. Peer review
  5. Texas Peer Assistance Program for Nurses (TPAPN)
- II. Concepts essential to professional nursing
  - A. Patient-centered care
    1. Cultural Competence (Trauma Informed Care)
    2. Scenarios related to course content
  - B. Communication
    1. Within other concepts
  - C. Evidenced-based practice (Concept 39: Evidence)
    1. Best Practices & Standards related to course content
    2. Develop a question (PICOT)
  - D. Health Care Quality / Quality Improvement
    1. Quality plans and philosophies – Total Quality Improvement
    2. Culture of Safety
    3. Introduction to Magnet
    4. Error Management
      - a. Root Cause Analysis (RCA)
      - b. Sentinel Events
  - E. Health information technology

1. Computerized Physician Order Entry (CPOE)
  2. Electronic Medical Record (EMR)
  3. Medication Administration System
  - F. Safety (within health care quality) IOM/NAM & QSEN
    1. Inclusive in other concepts (Clinical judgment, ethical and legal practice, & quality improvement)
  - G. Teamwork & Collaboration
    1. Interprofessional collaboration
    2. Violence/Civility in the workplace
- III. Health Care Infrastructure
- A. Health Policy
    1. Regulatory Agencies
      - a. Occupational Safety and Health Administration (OSHA) Compliance for public protections within healthcare settings
      - b. Department of Health and Human Services (DHHS)
      - c. Division of Health Services Regulation (DHSR)
      - d. Center for Medicare & Medicaid Services (CMS)
    2. Types of Reimbursement (Medicare, Medicaid, Private)
    3. Professional Organizations
    4. Accrediting Bodies
    5. Current Issues
  - B. Health Disparities and Health Equity
    1. Social and environmental influences on health
    2. Populations at increased risk of poor health outcomes
    3. Disparities in access, treatment, quality, and outcomes
    4. Barriers to adherence, follow-up, and continuity of care
    5. Nursing advocacy, care coordination, and referral for appropriate access and resources
- IV. Application to exemplars presented in RNSG 2539 Health Care Concepts IV
- A. Cognition
  - B. Immunity
  - C. Clotting
  - D. Fluid and electrolyte balance
  - E. Gas exchange
  - F. Metabolism
  - G. Nutrition
  - H. Perfusion
  - I. Tissue integrity

## COURSE CALENDAR

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|                                     |                                       |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                     |                                                                                                                                                                                                                                         |
|-------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     |                                       | d. Organizational culture, fairness, and belonging                                                                                                                                                                                                                                                                                                              |                                                                                                                                     | <b>Assignment Due Sept. 6 by 11:59:</b><br><i>Interview prep assignment</i>                                                                                                                                                             |
| Module 2:<br>Sept. 2<br>8:30-10:10  | Initial Nursing Licensure Application | Nursing Licensure <ol style="list-style-type: none"> <li>1. Application for initial licensure</li> <li>2. Jurisprudence exam overview</li> <li>3. NCLEX test plan</li> </ol>                                                                                                                                                                                    |                                                                                                                                     | In Class Activity: <ul style="list-style-type: none"> <li>• Apply for initial nursing licensure</li> </ul><br><b>Assignment Due Sept. 6 by 11:59: <i>Proof of application submission</i></b>                                            |
| Module 3:<br>Sept. 9<br>8:30-10:10  | Job Search & Interview                | Speed Interviewing (Mock interview experience designed to prepare students for transition to practice.) <ul style="list-style-type: none"> <li>• Wear professional attire.</li> <li>• Bring a copy of the cover letter, resume, and reference list.</li> </ul><br><i>There will be an alternate assignment for those who do not attend the speed interview.</i> |                                                                                                                                     | In Class Activity: <ul style="list-style-type: none"> <li>• Speed interview</li> <li>• Peer review of resume</li> <li>• Faculty feedback</li> </ul><br><b>Assignment Due Sept. 13 by 11:59: <i>Cover Letter, Resume, References</i></b> |
| Module 4:<br>Sept. 16<br>8:30-10:10 | 41. Person-Centered Care              | Patient-centered care (Concepts 1-5 (Unit I): Health Care Recipient Concepts <ol style="list-style-type: none"> <li>1. Cultural Competence (Trauma Informed Care)</li> </ol>                                                                                                                                                                                    | Giddens <ul style="list-style-type: none"> <li>• pp. 2-13</li> <li>• pp. 14-22</li> <li>• pp. 23-31</li> <li>• pp. 32-42</li> </ul> | In Class Group Activity:<br><br>Cultural Competence:                                                                                                                                                                                    |

|                                        |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                   |                                                                                                                                                                                                                                                                             |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | 40. Clinical Judgment                                                                                                                                                                                        | <p>2. Scenarios related to course content</p> <p>Clinical Judgment (Concept 40)</p> <p>1. Urgent/Emergent Situations (Recognize Sepsis)</p> <ol style="list-style-type: none"> <li>Medication management</li> <li>Prioritization of Care</li> <li>Delegation</li> <li>When to Contact Physician or other Health care provider</li> </ol>                                                                                                                                                             | <ul style="list-style-type: none"> <li>pp. 43-51</li> <li>pp. 455-463</li> </ul>                  | <p>Learn &amp; Teach</p> <p>Apply CJMM to scenarios</p> <p><b>Post Lecture Quiz #2 due Sept. 20 by 11:59</b></p>                                                                                                                                                            |
| <b>Important Reminder! By Sept. 17</b> | <b>Jurisprudence Exam (JPE) – Within 15 days of completing an initial licensure application, you should receive notification/approval to complete the JPE. Students will complete the JPE independently.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                   | <b>Assignment Due Sept. 27 by 11:59: <i>Proof of JPE completion</i></b>                                                                                                                                                                                                     |
| Module 5:<br>Sept. 23<br>8:30-10:10    | <p>59. Health Policy</p> <p>49. Health Disparities and Health Equity</p>                                                                                                                                     | <p>Health Care Infrastructure Health Policy</p> <ol style="list-style-type: none"> <li>Regulatory Agencies <ol style="list-style-type: none"> <li>Occupational Safety and Health Administration (OSHA) Compliance for public protections within healthcare settings</li> <li>Department of Health and Human Services (DHHS)</li> <li>Division of Health Services Regulation (DHSR)</li> <li>Center for Medicare &amp; Medicaid Services (CMS)</li> </ol> </li> <li>Types of Reimbursement</li> </ol> | <p>Giddens</p> <ul style="list-style-type: none"> <li>pp. 611-620</li> <li>pp. 525-533</li> </ul> | <p>In Class Group Activity:</p> <ul style="list-style-type: none"> <li>Identify an issue and write a letter to a legislator</li> </ul> <p><b>Post Lecture Quiz #3 due Sept. 27 by 11:59</b></p> <p><b>Assignment Due Oct. 4 by 11:59: <i>Letter to a legislator</i></b></p> |

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|                                              |                                                       | <p>(Medicare, Medicaid, Private)</p> <ol style="list-style-type: none"> <li>Professional Organizations</li> <li>Accrediting Bodies</li> <li>Current Issues</li> </ol> <p>Health Disparities and Health Equity</p> <ol style="list-style-type: none"> <li>Social and environmental influences on health</li> <li>Populations at increased risk of poor health outcomes</li> <li>Disparities in access, treatment, quality, and outcomes</li> <li>Barriers to adherence, follow-up, and continuity of care</li> <li>Nursing advocacy, care coordination, and referral for appropriate access and resources</li> </ol> |                                                                                                   |                                                                                                                     |
| <b>Module 6:<br/>Sept. 30<br/>8:30-10:10</b> | <b>Exam I – See Exam Blueprint</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                   |                                                                                                                     |
| <b>Module 7:<br/>Oct. 7</b>                  | <b>ATI Live Review – Oct. 6-8 - 8:00 am – 5:00 pm</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                   |                                                                                                                     |
| Module 8:<br>Oct. 14<br>8:30-10:10           | <p>47. Health Care Quality</p> <p>46. Safety</p>      | <p>Health Care Quality (Concept 47)/ Quality Improvement &amp; Safety (Concept 46)</p> <ol style="list-style-type: none"> <li>Quality plans and philosophies – Total Quality Improvement</li> <li>Culture of Safety</li> <li>Introduction to Magnet</li> <li>Error Management               <ol style="list-style-type: none"> <li>Root Cause Analysis (RCA)</li> <li>Sentinel Events</li> </ol> </li> </ol>                                                                                                                                                                                                        | <p>Giddens</p> <ul style="list-style-type: none"> <li>pp. 496-505</li> <li>pp. 506-514</li> </ul> | <p>In Class Group Activity:</p> <p>Building a Culture of Safety</p> <p>Assessing risk</p> <p>Incident Reporting</p> |

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|                                              |                                                   | <p>Safety (within health care quality) (Concept 46: Safety) (Concept 47: Health Care Quality) IOM/NAM &amp; QSEN</p> <ol style="list-style-type: none"> <li>1. Inclusive in other concepts (Clinical judgment, ethical and legal practice, &amp; quality improvement)</li> </ol>                                                                           |                                                                                                       | <p>Documenting</p> <p><b>Post Lecture Quiz #4 Due Oct. 18 by 11:59</b></p>                                                                                                                                               |
| <p>Module 9:<br/>Oct. 21<br/>8:30-10:10</p>  | <p>44. Communication</p> <p>45. Collaboration</p> | <p>Communication (Concept 44: Communication)</p> <ol style="list-style-type: none"> <li>1. Within other concepts</li> </ol> <p>Teamwork &amp; Collaboration (Concept 45)</p> <ol style="list-style-type: none"> <li>1. Interprofessional collaboration</li> <li>2. Violence/Civility in the workplace</li> </ol>                                           | <p>Giddens</p> <ul style="list-style-type: none"> <li>• pp. 482-487</li> <li>• pp. 488-495</li> </ul> | <p>Class Discussion (Student-led):</p> <p>Supervision, change of shift report</p> <p>Civility and team dynamics in the workplace</p>                                                                                     |
| <p>Module 10:<br/>Oct. 28<br/>8:30-10:10</p> | <p>38. Leadership</p>                             | <p>Leadership</p> <ol style="list-style-type: none"> <li>1. Management and Change Theory</li> <li>2. Intro to working in health care environments</li> <li>3. Care Coordination</li> <li>4. Managing workloads and competing demands</li> <li>5. Charge nurse competencies and responsibilities</li> <li>6. Understanding systems and processes</li> </ol> | <p>Giddens</p> <ul style="list-style-type: none"> <li>• pp. 426-433</li> </ul>                        | <p>In Class Group Activity:</p> <ul style="list-style-type: none"> <li>• What would you do? Shift in motion: Managing a shift on a busy inpatient unit</li> </ul> <p><b>Post Lecture Quiz #5 Due Nov. 1 by 11:59</b></p> |

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| Module 11:<br>Nov. 4<br>8:30-10:10  | 42. Ethics                                 | Ethical-legal (Concept 42)<br>1. Whistle blowing<br>2. Safe harbor<br>3. Obligation to report<br>4. Peer review<br>5. Texas Peer Assistance Program for Nurses (TPAPN)                                                                               | Giddens<br>• pp. 464-472<br>• pp. 621-631                                                                                                                      | In Class Group Activity:<br><br>• Case Study<br><br><b>Post Lecture Quiz #5 Due Nov. 8 by 11:59</b>                 |
|                                     | 60. Health Care Law                        | Health Care Law<br>1. Scope of practice<br>2. Standards of care<br>3. Nursing liability<br>4. Documentation<br>5. Professional reporting obligations                                                                                                 |                                                                                                                                                                |                                                                                                                     |
|                                     | Integrated application to HCC IV exemplars | Application to exemplars presented in RNSG 2539 Health Care Concepts IV<br>1. Cognition<br>2. Immunity<br>3. Clotting<br>4. Fluid and electrolyte balance<br>5. Gas exchange<br>6. Metabolism<br>7. Nutrition<br>8. Perfusion<br>9. Tissue integrity | Giddens<br>• pp. 362-373<br>• pp. 237-246<br>• pp. 191-200<br>• pp. 54-67<br>• pp. 201-212<br>• pp. 128-138<br>• pp. 151-163<br>• pp. 176-190<br>• pp. 281-291 | Independent Study<br><br>Where is the liability in the care?<br><br><b>Post Lecture Quiz #6 Due Nov. 8 by 11:59</b> |
| Module 12:<br>Nov. 11<br>8:30-10:10 | <b>Exam II – See Exam Blueprint</b>        |                                                                                                                                                                                                                                                      |                                                                                                                                                                |                                                                                                                     |
| Module 13:<br>Nov. 18<br>8:30-10:10 | 39. Evidence                               | Evidenced-Based Practice (Concept 39)<br>1. Best Practices & Standards related to course content<br>2. Develop a question (PICOT)                                                                                                                    | Giddens<br>• pp. 434-444                                                                                                                                       | In Class Group Activity:<br><br>Create researchable question (PICOT question)                                       |

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|                                             |                                                 |                                                                                                                                                                                                                               |                                                                         | <b>Post Lecture Quiz #7 Due Nov. 22 by 11:59</b>                                                      |
|                                             | Technology & Informatics                        | Technology & Informatics (Concept 48) <ol style="list-style-type: none"> <li>1. Computerized Physician Order Entry (CPOE)</li> <li>2. Electronic Medical Record (EMR)</li> <li>3. Medication Administration System</li> </ol> | Giddens <ul style="list-style-type: none"> <li>• pp. 515-524</li> </ul> | Independent Study<br><br>Med Error Prevention<br><br><b>Post Lecture Quiz #8 Due Nov. 22 by 11:59</b> |
| <b>Module 14:<br/>Nov. 25</b>               | <b>NO CLASS – Holiday/School Closure</b>        |                                                                                                                                                                                                                               |                                                                         |                                                                                                       |
| <b>Module 15:<br/>Dec. 2<br/>8:30-10:10</b> | <b>Comprehensive Final Exam – See Blueprint</b> |                                                                                                                                                                                                                               |                                                                         |                                                                                                       |

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

| <b>Evaluation Method</b>                                | <b>Course Grade %</b> |
|---------------------------------------------------------|-----------------------|
| 1. Application Exercises (Group Activities)             | 5%                    |
| 2. Letter to Legislator (Group Activity)                | 5%                    |
| 3. Post-Lecture Quizzes                                 | 10%                   |
| 4. Resume Assignment, Interview Prep, & Speed Interview | 15%                   |
| 5. Exam I                                               | 20%                   |
| 6. Exam II                                              | 20%                   |
| 7. Final Exam                                           | 25%                   |
| 8. Application for Initial Licensure Receipt            | *Complete             |
| 9. Jurisprudence Exam Completion                        | *Complete             |
| <b>Total:</b>                                           | 100%                  |

**Note:** Students must have a 75% average on exams for the Sherpath lessons, audience response questions, group activities, post lecture quizzes, resume assignment, interview prep and speed

*interviewing to be counted in the final course grade. If 75% on all exams is not achieved by the end of the course, the student will earn the grade from all averaged exams. \*Successful completion of the TBON Jurisprudence exam and application for initial licensure is required to successfully complete this course.*

#### **GRADE SCALE**

|        |   |
|--------|---|
| 90-100 | A |
| 80-89  | B |
| 75-79  | C |
| 60-74  | D |
| 0-59   | F |

#### **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or Wi-Fi is necessary to maximize the use of online technology and resources.

#### **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

#### **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

#### **PROFESSIONAL APPEARANCE AND DRESS CODE**

Students are expected to maintain a professional appearance consistent with the LIT Student Handbook, Nursing Program Student Handbook, and expectations of the nursing profession. For regular classroom activities, nursing uniforms are not required unless otherwise directed.

Clothing should be clean, appropriate for the educational setting, provide suitable coverage, and not interfere with safety or participation. Professional, business professional, or business-casual attire may be required for designated activities such as interviews, presentations, guest-speaker events, networking activities, or other professional-development experiences. Students will be notified in advance when professional attire is required. For activities conducted in the skills lab, simulation, clinical, healthcare, or community settings, students must follow applicable Nursing Program and agency-specific dress, grooming, identification, and safety requirements. Students are responsible for arriving appropriately dressed and prepared for scheduled activities. Concerns regarding attire will be addressed in accordance with course, Nursing Program, and LIT policies.

### **ARTIFICIAL INTELLIGENCE STATEMENT**

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI / ChatGPT in their courses.

### **ARTIFICIAL INTELLIGENCE IN NURSING COURSES**

Students are expected to follow course assignment instructions and grading rubrics. Unless otherwise indicated in the assignment instructions, information obtained through AI resources should not be submitted as a student's original work. Unless specifically granted by individual faculty members, **students do not have permission to upload faculty intellectual property** (PowerPoint Presentations, lecture notes, assignments, course materials, voice or lecture recordings) to any AI platform. Students demonstrating these behaviors or other inappropriate use of AI may be subject to disciplinary processes.

### **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you succeed as a student at LIT.

### **ADDITIONAL COURSE POLICIES/INFORMATION:**

### **TEACHING STRATEGIES**

Concept-Based Teaching  
Concept Mapping  
Case Studies and Clinical Judgment Application  
Group Active Learning and Reflective Activities  
Faculty-Guided Discussion  
Student-Led Discussions, Activities, and Peer Teaching  
Multimedia and Technology

### **COURSE GRADING AND ASSIGNMENTS**

Class attendance and satisfactory completion of all assignments is essential to be successful in the course.

### **ACADEMIC DISHONESTY**

Students enrolled in the nursing program at LIT must maintain academic and behavioral expectations consistent with the profession of nursing and in accordance with the nursing program Student Handbook. Standards of *nursing practice include (but are not limited to) behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity*. The inability of a student to consistently conform his/her/their conduct to requirements of the Nursing Practice Act and BON rules and regulations through a single incident or pattern of personal, academic, or other unacceptable behaviors will result in the disciplinary process. The disciplinary process may include verbal counseling, written counseling, and or dismissal from the nursing program.

### **SHERPATH LESSONS**

Sherpath lessons accompany the textbook and are accessed through the Evolve website using the student login and are linked to the Blackboard® course. Sherpath lessons are assigned to reinforce student learning and facilitate review of content.

### **AUDIENCE RESPONSE QUESTIONS**

Faculty may utilize an audience response system to ask questions during class. This strategy is utilized to assess class understanding of the content and to promote critical thinking. It is essential for students to come to class prepared and actively engage in the discussion to earn a grade for Audience Response Questions. Grades on Audience Response Questions will be calculated into the course average after a 75% average on all exams is achieved.

### **POST LECTURE QUIZZES**

Post lecture quizzes are aligned with the concept(s) presented in the lecture. Quizzes may be assigned weekly after the lecture. Students are required to complete each quiz individually by the due date to receive credit. Make up quizzes are generally not allowed except for extenuating circumstances discussed with faculty.

### **NURSING PROCESS (NP) AND CLINICAL JUDGMENT (CJ) GROUP APPLICATION EXERCISES**

Nursing Process and Clinical Judgment Group Application Exercises will be assigned to groups of students in class. Students are required to actively engage and participate in completing the

exercise. Exercises assigned during class are due at the end of class and must be submitted to Blackboard®. Peer evaluation of each group member's participation will contribute to each student's grade on the assignment.

### **LETTER TO LEGISLATOR**

Students will identify a healthcare or nursing-related policy issue and draft a professional letter addressed to local, state, or federal legislators. The letter must clearly describe the issue, present a supported position, and request a specific policy related action. The purpose of this assignment is to develop students' advocacy skills, strengthen written communication, and promote an understanding of the nursing role as policy advocates.

### **COVER LETTER, RESUME, AND REFERENCE LIST ASSIGNMENT**

As part of preparation for transition into professional nursing practice, students will develop a polished employment application portfolio that includes a cover letter, resume, and reference list. The purpose of this assignment is to strengthen students' professional identity, written communication skills, and readiness for entry-level nursing employment.

### **SPEED INTERVIEWING**

Speed interviewing is a structured, timed mock interview experience designed to prepare students for transition into professional nursing roles. Students rotate through a series of brief interview stations with faculty and external partners. Each station focuses on common behavioral, situational, and competency-based questions used during the real hiring processes in healthcare organizations.

### **POST-LECTURE QUIZZES**

Short quizzes will be administered following selected lectures to reinforce key concepts and assess comprehension. Quizzes support ongoing learning, help identify areas for review, and prepare students for course exams.

### **COURSE EXAMS**

Two (2) unit exams and a comprehensive final exam will be administered during this course. In the event of a missed unit exam, the final exam grade will be the missed exam grade, provided the absence is excused and approved by the instructor or program director. Exams will be taken in person during class time. Upon entry to the testing room, students must show the official LIT Student ID. The ID must always remain visible on the student's desk during exam administration. The following items are not allowed in the testing room:

- Hats, caps, scarfs, hooded shirts (unless religious covering)
- Food, candy, drinks
- Cell phone, electronic devices, smart watches, smart glasses, recording devices

### **LATE ASSIGNMENTS**

Late assignments are generally not accepted in this course. Group NP and CJ application exercises are due at the end of the class period. Students who are absent and document excused extenuating circumstances (i.e. severe illness or natural disaster) must notify the

faculty member of the circumstance prior to class and work collaboratively with faculty prior to the due date on the assignment to develop a plan for submitting the assignment. This collaboration should occur prior to the weekend or school holiday. Assignments will not be accepted late without prior arrangements. Students must be present to earn Audience Response Question grades, and all exams are taken in person. Students who are sick on exam day must notify faculty by email prior to the exam start time. Valid documentation must be provided to the faculty member for arrangements to be made for retaking the exam or an alternate solution as determined by the Nursing Program Director.

### **PERMISSION TO RECORD LECTURES**

Students are not allowed to record (audio or video) lectures or class discussions without the expressed permission of the faculty member. This includes pictures of presentations.

### **CIVILITY**

Learning can be an intimidating experience for some students. It is imperative that students in the AASN program are respectful and civil to student colleagues as well as faculty in order to facilitate a safe and effective learning environment. It is imperative for students to realize that all students do not process information in the same manner or learn information in the same way. The AASN program faculty respects the diversity of our students, which includes diversity of learning styles. Civility is maintained when there is order, respect for the teaching and learning process, empathy, and consideration for others. Students are expected to demonstrate civility in the classroom, online environment, and in all face-to-face as well as electronic communications. Demonstrations of uncivil behavior are unacceptable, do not demonstrate attributes of a professional nurse, and may result in initiation of the disciplinary process including but not limited to the student being excused from the experience, course, and potentially the nursing program.

### **CALCULATE YOUR GRADE (75% Weighted Grade Rule)**

| GRADE  | X | PERCENT    | = | GRADE POINTS |
|--------|---|------------|---|--------------|
| Exam 1 | X | 0.20 (20%) | = |              |
| Exam 2 | X | 0.20 (20%) | = |              |
|        |   |            | = |              |
| Final  | X | 0.25 (25%) |   |              |

TOTAL

DIVIDE BY 0.8 (80%)

FINAL  
WEIGHTED  
EXAM  
GRADE