

**CLINICAL: REGISTERED NURSING/REGISTERED NURSE IV
(RNSG 2363)**

CREDIT

3 Semester Credit Hours (0 hours lecture, 16 hours lab) 256 Contact Hours

MODE OF INSTRUCTION

Face to Face

PREREQUISITE/CO-REQUISITE:

Prerequisite: RNSG 2362, good standing in program

Co-Requisite: RNSG 2138

Companion: RNSG 2539

COURSE DESCRIPTION

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

COURSE OBJECTIVES/ COURSE MEASURABLE STUDENT LEARNING OUTCOMES

	Upon completion of this course, the student will be able to	Companion Course Outcome RNSG 2539	End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competency (DEC)
1.	*As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.	1,3,4	1,2,3,4,5,6,7,8	MOP-CJ: D1, D3, D5 PCC-CJ B9a,b, C6, C7, H6 MHCT-CJ C2b,c, D1c,d2a,b,c,3a,b,c
2.	*Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.	5,8,10	1,2,3,4,5,6,7,8	MOP-CJ B2a,b,c, B4a,b, B5a, B8,B9,B10, D6 PCC-CJ D2a-d, E4,8,10, F5a,b,6 PSA-CJ: B2 MHCT-CJ D4
3.	Investigate the role of the professional nurse within the nurse's legal scope of practice and in accordance with policies in	5	1	MOP-CJ A1,2,3a,b, B6a

Approved: Initials/date



	the practice setting.			PCC-CJ E11, H1, 2a,b PSA-CJ A2,3a,b, D1,2,3, F1
4.	Formulate evidence-based clinical reasoning and judgments for optimal patient outcomes.	6	2	MOP-CJ B10 PCC-CJ A1, B5, B6, B7, E12a PSA-CJ A3c MHCT-CJ: B2
5.	Appraise evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan.	7	3	PCC-CJ A4,B4,5, E5b, F2a,b, G2b PSA-CJ C1 MHCT-CJ A3, D1b
6.	Formulate compassionate, theory-based, individualized, culturally sensitive and patient-centered care including therapeutic communication for diverse patients across the lifespan.	8	4	MOP-CJ B3a,b,c PCC-CJ A2a,b,c, C1, E1,5a, 9
7.	Defend patient goals, assignments, delegation tasks, and mandatory reporting based on knowledge of the Texas Nursing Practice Act and best safety practices which reduce risk.	9	5	MOP-CJ B4c, D4 PCC-CJ C2, D4, E12b, H4,5a,b PSA-CJ A5a,b,B1, C2a,b,3, E1,2,3,4 MHCT-CJ B4a,b
8.	Investigate teamwork and collaboration strategies in the role of healthcare advocates for diverse patients and groups across the lifespan.	10	6	MOP-CJ B2a,b,c, B6b,c PCC-CJ E7a,b,c, F3a,b, G2a,7, H3 PSA-CJ B4,5,6 MHCT-CJ A2a,b, B3a,b,c, C2a, 3a,b
9.	Critique interprofessional care and teamwork strategies including professional communication during global health emergencies, pandemics, and other situations to promote health, patient safety, equity, and inclusion.	11	7	MOP-CJ C2 PCC-CJ B3a, E3a,b,6a-d, F1a,b,c, G4,5a,b,6 PSA-CJ B7,8 MHCT-CJ B1a, C4, G1,2,3,4
10.	Develop goals and strategies with diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health	12	8	MOP-CJ 5b PCC-CJ B4,8, C3a,b, C5, D3a,b,c, E2a,b,c, 13, F4,5c, G1,3

	maintenance, and the restoration of health.			PSA-CJ B9 MHCT-CJ A1, B5a,b C1a,b,c, D1a
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*Note: * indicates WECM End-of-Course Outcome.*

INSTRUCTOR CONTACT INFORMATION

Instructor: Amy Dubose, MSN, RN
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Instructor: Heather Breaux, MSN, RN
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 Wednesday 9:00 to 10:00 am
 Thursday 9:00 to 10:00 am

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Clinical Coordinator: Nicole Schroeder, MSN, RN
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Office Location: WAHTC 342

REQUIRED TEXTBOOK AND MATERIALS

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

Gulnick, M. & Myers, J. (2022). *Nursing Care Plans* (10th ed.). Elsevier Health Sciences (US).

Halter, M. (2023). *Vaccarolis' 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).

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

Kee, J.L., Marshall, S.M., Woods, K. & Forrester, M.C. (2023). *Clinical Calculations* (10th ed.). Elsevier Health Sciences (US).

Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Mosby (2022). *Mosby's Medical Dictionary* (11th ed.). Elsevier Health Sciences (US).

Pagana, K.D. & Pagana, T.J. (2022). *Mosby's Manual of Diagnostic and Laboratory Tests* (7th ed.). Elsevier Health Sciences (US).

Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th 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).

Sherpath for Halter, M. (2023). *Vaccarolis' Foundations of Psychiatric-Mental Health Nursing* (9th 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).

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

Sherpath for Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Sherpath for Rogers, J. (2023). *McCance & Huether's Pathophysiology* (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).

Sherpath for Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier.

Skidmore-Roth (2024). *Mosby's Drug Guide for Nursing Students* (15th ed.). Elsevier Health Sciences (US).

Texas Board of Nursing (2021). Texas Board of Nursing: Nurse Practice Act. Retrieved from https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf.

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*. Elsevier. (Sherpath)

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: Preconference/Post conference

- I. Clinical Reasoning and Judgment in Advanced Medical-surgical (Critical Care), Leadership & Management, and with groups of patients in various settings

- II. Critical Care: Acid Base, Compensation and partial compensation
- III. Best safety practices to reduce risk
- IV. Critical Care: Pain, Comfort, & Nutrition for critically ill (apply to one course exemplar)
- V. Evidence-based Practice (related to this semester's concepts and exemplars)
- VI. Critical Care: Perfusion
- VII. Leadership & Management: Health Policy, regulatory agencies, current issues
- VIII. Patient advocacy & interprofessional teamwork
- IX. Leadership & Management: Quality Improvement, error management, root cause analysis
- X. Leadership & Management: Change Theory and Care Coordination
- XI. Diversity, Cultural Competence, Equity (access to healthcare, cultural competence/trauma informed care)
- XII. Students should look for the following types of patients and provide report in post conference using the following exemplars:
 - a. Clotting
 - i. Disseminated Intravascular Coagulation
 - ii. Thrombocytopenia
 - iii. Idiopathic Thrombocytopenia Purpura (ITP) – (bone marrow)
 - iv. HELLP Syndrome (liver and pregnancy complications)
 - v. Heparin Induced Thrombocytopenia (HIT)
 - vi. Blood products
 - b. Comfort
 - i. ICU-Procedural Pain (intubated/comatose) associated with other concepts
 - ii. Anaphylaxis
 - iii. Systemic Lupus Erythematosus (SLE)
 - iv. Rheumatoid Arthritis (RA)
 - v. Multiple Sclerosis (MS)
 - vi. Inflammatory Bowel Disease (UC and Crohn's)
 - c. Fluid & Electrolytes
 - i. Extracellular Fluid Volume Excess – Heart Failure
 - ii. Hypokalemia – Heart Failure
 - iii. Hyperkalemia – Acute Renal Failure
 - d. Gas Exchange
 - i. Anemia
 - ii. Respiratory Distress Syndrome
 - iii. Pulmonary Emboli
 - iv. Cystic Fibrosis
 - e. Immunity
 - i. Sepsis (Modified Early Warning Scores MEWS)
 - ii. Human Immunodeficiency Virus (HIV)
 - iii. Organ Transplantation
 - iv. Systemic Inflammatory Response Syndrome (SIRS)

- v. Multiple Organ Dysfunction Syndrome (MODS with Shock and/or DIC (including withdrawal of care)
- f. Metabolism
 - i. Liver Failure
 - ii. Pancreatitis
 - iii. Starvation – Failure to Thrive
 - iv. Addison's
 - v. Cushing's
- g. Nutrition
 - i. Critically ill
 - ii. Renal Diet(s)
 - iii. Pancreatic Diet
 - iv. Liver Diet(s)
 - v. Parenteral Nutrition
- h. Perfusion
 - i. Tetralogy of Fallot (Congenital)
 - ii. Patent Ductus Arteriosus (PDA)
 - iii. Septal Defects (CSD)
 - iv. Coarctation of Aorta
 - v. Dysrhythmias (Afib, Aflutter, PVC, PAC, Vfib, Vtach, 3rd degree heart block)
 - vi. Myocardial Infarction (MI)/sudden death
 - vii. Shock
 - viii. Aneurysms
- i. Tissue Integrity
 - i. Burns
- j. Cognition
 - i. Traumatic Brain Injury
 - ii. Encephalopathy
 - iii. Postpartum psychosis
 - iv. Schizophrenia
- k. Interpersonal Relationships
 - i. Violence
 - 1. Intimate Partner Violence
 - 2. Workplace Violence
 - 3. Elder Abuse
 - 4. Child Neglect
 - 5. Child Abuse (Abusive Head Trauma/Shaken Baby Syndrome)
 - 6. Bullying
 - 7. Rape/Trauma
 - ii. Personality Disorders
 - iii. Crisis Intervention
 - iv. Human Trafficking

COURSE CALENDAR

	Topic	Assignments
Week 1 Friday, August 28, 2026 0800-1700 On Campus	Orientation: Critical Care/ Leadership & Management - Critical Care Dosage Calculation Review - Dosage Calculation #1 - Cardiac Rhythms & EKG Analysis - Syllabus/Expectations/ Paperwork Overview	ATI Engage Adult Medical Surgical RN: Critical Care Nursing Modules: - Introduction to Critical Care & Emergency Nursing (Due 8/28/2026 @ 0800) Dosage Calculation Attempt #1 (1200-1300)
Saturday, August 29, 2026 0800-1700	Day 1: ACLS Certification Baptist Clinical Group	
Sunday, August 30, 2026 0800-1700	Day 2: ACLS Certification Baptist Clinical Group	
Week 2 Friday, September 4, 2026 0800-1700 On Campus	Orientation: Critical Care Skills Day - Mechanical Ventilation - Oxygenation Devices - Airway Types - Intubation - Sedation/IV titrated anesthetics - Invasive lines/pressure - Vasoactive/Critical Care Medications - Chest tubes Dosage Calculation #2 Skills Roundup - Trach Care - Central Line Dressing Change - CVC Blood Draws - Foley Cath Insertion Preceptorship - Expectations - Dates & Completion Hours	Dosage Calculation Attempt #2 (1300-1400) Skills Checkoffs
Week 3 Wednesday, September 9, 2026	Dosage Calculation #3	Dosage Calculation Attempt #3 (1600-1700)

Friday, September 11, 2026		
	Critical Care Post Conference: Case Study Related to RNSG 2539 Exemplars.	- Weekly Journal (Critical Care & Leadership) - Weekly Paperwork (Health History, Nurse’s notes, CC Flow Sheet, Medication Sheet)
	Leadership Post Conference: Safety, Quality, or Infection Focus	- Senior Nursing Leadership & Systems Clinical Reflection Nursing Process & Clinical Judgment Model (CJM)
Sat/Sun 12-13, 2026 (See Clinical Schedule)	Day 1: ACLS Certification CHRISTUS Clinical Group	ACLS Final Checkoffs
	Day 2: ACLS Certification CHRISTUS Clinical Group	
Week 4 Friday, September 18, 2026	High-Fidelity Simulation - Heart Failure - Acute Respiratory Distress Syndrome	Pre-lab Assignments DUE 9/18/26 @ 0800 - Heart Failure - Acute Respiratory Distress Syndrome
Sat/Sun 19-20, 2026 (See Clinical Schedule)	Critical Care Post Conference: Case Study Related to RNSG 2539 Exemplars.	- Weekly Journal (Critical Care & Leadership) - Weekly Paperwork (Health History, Nurse’s notes, CC Flow Sheet, Medication Sheet)
	Leadership Post Conference: Safety, Quality, or Infection Focus	- Senior Nursing Leadership & Systems Clinical Reflection Student MID-TERM Self-Eval DUE for Critical Care/Leadership to Clinical Instructor
Week 5 Friday, September 25, 2026	Leadership Post Conference: - Role Transition Reflection - Quality Improvement Activity	Senior Nursing Leadership & Systems Clinical Reflection
Sat/Sun 26-27, 2026 (See Clinical Schedule)	Critical Care Post Conference: Case Study Related to RNSG 2539 Exemplars.	- Weekly Journal (Critical Care & Leadership) - Weekly Paperwork (Health History, Nurse’s notes, CC Flow Sheet, Medication Sheet) Nursing Process & Clinical Judgment Model (CJM) (if needed)

Week 6 Friday, October 2, 2026 (See Clinical Schedule)	High-Fidelity Simulation Critical Care/Med-Surg/Safety	Pre-Lab Assignment DUE 10/2/2026 @ 0800
Week 7 Monday, October 5, 2026 (On Campus)	Capstone B Post-Test Time: TBD	
Week 7 Tuesday-Thursday, October 6-8, 2026 (On Campus)	ATI LIVE NCLEX REVIEW 0800-1700	
Week 7 Friday, October 9, 2026 (On Campus)	COMPREHENSIVE PREDICTOR EXAM Time: TBD DO NOT SCHEDULE WORK OR PRECEPTORSHIP ON THE NIGHT BEFORE EXAM!	
Week 7 Sat/Sun 10-11, 2026 (See Clinical Schedule)	Begin VIRTUAL ATI (Must be 50% completed by graduation to receive a satisfactory on Clinical Evaluation).	
Week 8 Friday, October 16, 2026	Critical Care Post Conference: Case Study Related to RNSG 2539 Exemplars.	- Weekly Journal (Critical Care & Leadership) - Weekly Paperwork (Health History, Nurse's notes, CC Flow Sheet, Medication Sheet)
Sat/Sun 17-18 (Scheduled Make Up Days)	Leadership Post Conference: - Role Transition Reflection - Quality Improvement Activity	Senior Nursing Leadership & Systems Clinical Reflection Faculty FINAL Evaluation for Critical Care/Leadership
Week 9 October 19-25, 2026	Preceptorship/Faculty Check-in Week 1	Weekly Evidence Based Practice Discussion
Week 10 October 26 – November 1, 2026	Preceptorship/Faculty Check-in Week 2	Weekly Evidence Based Practice Discussion
Week 11 November 2-8, 2026	Preceptorship/Faculty Check-in Week 3	- Weekly Evidence Based Practice Discussion Mid-Term Preceptorship Evaluation (Time TBA)
	COMPREHENSIVE PREDICTOR EXAM #2 Friday, November 6, 2026 Time: TBD DO NOT SCHEDULE WORK OR PRECEPTORSHIP ON THE NIGHT BEFORE EXAM!	
Week 12	Preceptorship/Faculty Check-in Week 4	Weekly Evidence Based Practice Discussion

November 9-15, 2026		
Week 13 November 16-22, 2026	Preceptorship/Faculty Check-in Week 5	Weekly Evidence Based Practice Discussion
	COMPREHENSIVE PREDICTOR EXAM #3 Friday, December 4, 2026 (Time TBA) DO NOT SCHEDULE WORK OR PRECEPTORSHIP ON THE NIGHT BEFORE EXAM!	
Week 14 November 23-29, 2026	THANKSGIVING WEEK! Preceptorship/Faculty Check-in Week 6 Final Preceptorship Evaluation (Time TBA)	
Week 15 November 30 – December 6, 2026	Pinning: December 4, 2026 @ 1800 Virtual ATI – 50% Complete – Due December 6, 2026 @ 2359	
Week 16 December 7-13, 2026	Graduation: December 10, 2026	

CLINICAL ROTATIONS

Students will participate in clinical experiences at several different sites. Preconference preparation and discussion will be held at a designated place on the nursing unit. Students assigned to community settings will discuss daily activities when the faculty member rounds and at the specified post conference time. Specific student learning outcomes and activities will be required before and after each clinical experience at the following sites:

- Advanced Medical-surgical (Critical Care): 72 hours
- Leadership & Management: 72 hours
- Preceptorship: 96 hours with assigned preceptor and assigned unit

CLINICAL SKILLS

Students are not allowed to perform nursing skills without approval and supervision from the clinical faculty member. Students may not perform skills for which they have not performed successfully in the clinical skills lab.

ASSIGNMENTS

- Weekly Journal (addressing rotations that week, all outcomes must be addressed by the end of the semester)
- Critical Care
 - Clinical Documentation (direct patient care experiences)
 - Complete Assessment to include labs and diagnostic tests
 - Nurse's Notes (documentation every 2 hours minimally, must be directed at primary problem, identify top problems)
 - Critical Care Flow Sheet
 - Medication Worksheet

1. Complete or all medications to be administered, be prepared to explain to faculty prior to administering medications
- b. Nursing Process and Clinical Judgment (including health history and assessment) – must submit by Week #3 (see due date). Student must receive a 75% or higher in order to receive credit. If unsuccessful, the student must submit another Nursing Process and Clinical Judgment (including health history and assessment) by the end of Week 6 (see due date)
3. Leadership & Management
 - a. Health Policy, regulatory agencies, current issues
 - b. Quality Improvement, error management, root cause analysis
 - c. Care coordination (Assignments & Delegation)
 - d. Senior Nursing Leadership & Systems Clinical Reflection
4. Diversity, Cultural Competence, Equity
5. Best safety practices to reduce risk
6. Evidence-based Practice (related to this semester's concepts and exemplars)
7. Patient advocacy & interprofessional teamwork
8. Community Service Learning
 - a. 30 hours of Community Service Learning (CSL) are required
 - b. Procedures for approval of CSL are located in the Student Handbook and Center for Nursing Excellence (On Blackboard)
 - c. Students must submit hour log on Blackboard by the due date or approved plan to complete the hours
 - d. CSL Learning Outcomes
 - i. Use cultural competence and sensitivity with diverse populations
 - ii. Interpret social determinants of health and health disparities
 - iii. Examine collaborative skills through interprofessional and community partnerships
 - iv. Explore social responsibility and civic engagement
 - v. Implement reflective practice and self-awareness in community health settings

Student Learning Outcomes in clinical are measured using the Clinical Evaluation Instrument (CEI) at mid-term (Mid-term Evaluation) and at the end of the semester (Final Evaluation). At the mid-term, students may receive "Exceeds Standard", "Meets Standard", or "Needs Improvement." Students must improve any "Needs Improvement" areas prior to the Final Evaluation in order to pass the clinical course. Final Evaluation clinical grades are calculated based on points earned for each Student Learning Outcome. A grade of 75% or greater is required in order to pass the clinical course.

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*75% is required to successfully complete
60-74	D	
0-59	F	

TECHNICAL REQUIREMENTS

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the [LIT Online Experience](#) page. A functional broadband internet connection, such as DSL, cable, or WiFi 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. You may also visit the online resource at [Special Populations - Lamar In](#)

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. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

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.

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 be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

COURSE GRADING AND ASSIGNMENTS

Class attendance and satisfactory completion of all assignments is essential in order 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.

AI 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 process.

DRUG CALCULATION EXAM

A drug calculation exam will be given prior to students being allowed to administer medications during clinical. Students must pass the exam with a 90%. Remediation is required for a score less than 90%. Students will be given three opportunities to score 90% or greater. Remediation is required between attempts. Failure to pass the drug calculation exam on the third attempt will constitute course failure.

LATE ASSIGNMENTS

Late assignments are generally not accepted in this course. Due dates for activities are clearly marked on the syllabus and consistent with the clinical experience. Failure to complete pre-clinical assignments will constitute unpreparedness for clinical and students will be referred immediately back to the Nursing Program Director. Students who are unprepared will not be allowed to remain at the clinical site. Students with extenuating circumstances such as severe illness or victims of a natural disaster must notify the faculty member of the circumstance 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 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 in order for arrangements to be made for retaking the exam or an alternate solution as determined by the Nursing Program Director.

PERMISSION TO RECORD LECTURE/DISCUSSION

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 respect 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.