

**CLINICAL: REGISTERED
NURSING/REGISTERED NURSE I
RNSG 1160**



**LAMAR INSTITUTE
OF TECHNOLOGY**

CREDIT

1 Semester Credit Hours (0 hours lecture, 6 hours lab) 96 Contact Hours

MODE OF INSTRUCTION

Face to Face

PREREQUISITE/CO-REQUISITE:

Prerequisite: Admission to the nursing program
Co-Requisite requirements: RNSG 1128, RNSG 1125
Companion: RNSG 1330, RNSG 1216

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

	Upon completion of this course, the student will be able to	Companion Course Outcome (RNSG 1330)	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: B1 PCC-CJ: B9a, C1, C6 PSA-CJ: F1 MHCT-CJ: C4
2.	*Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the	5,8,10	1,2,3,4,5,6,7,8	MOP-CJ: B1, B2a PCC-CJ: D2c, E4, E6d

	terminology of the occupation and the business/industry.			MHCT-CJ: A2a, D3a, D3c, D4
3.	Identify the role of the professional nurse within the nurse's legal scope of practice and in accordance with policies in the practice setting.	5	1	MOP-CJ: A1, A3a, B1, B2a, B6a, B7, B9, C5 PCC-CJ: D1 PSA-CJ: A2, D1, D2, D3, F1 MHCT-CJ: D2a
4.	Explain evidence-based clinical reasoning and judgments for optimal patient outcomes.	6	2	MOP-CJ: B6c PCC-CJ: A1, A3, A4, B5, D2a, E12a PSA-CJ: C1 MHCT-CJ: A3
5.	Report evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan.	7	3	MOP-CJ: B5c PCC-CJ: A3, C5, E12b, E5b PSA-CJ: C1 MHCT-CJ: A3
6.	Implement 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: B1, C1, D1, D3a, E1, E5a, E9
7.	Locate 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: A1, A2, A3a,b, B1, B2a, B6a,b PCC-CJ: D4, H1, H2a,b, H4, H5a PSA-CJ: A5a, B6, E1, E2, E3, E4, F1

8.	Select teamwork and collaboration strategies in the role of healthcare advocate for diverse patients and groups across the lifespan.	10	6	PCC-CJ: C4, E1, G2a, G7 MHCT-CJ: A1, A2a,b, B1a, B3a,b,c, C3a
9.	Identify 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	PCC-CJ: C4, D3b, E3b, F5c PSA-CJ: C1, C2a,b, C3 MHCT-CJ: A1, A2a,b, C2a, G1
10.	Report goals and strategies for diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health maintenance, and the restoration of health.	12	8	PCC-CJ: C2, E2c PSA-CJ: C1, C2a,b, C3 MHCT-CJ: A2a

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

INSTRUCTOR CONTACT INFORMATION

Instructor: Stacey Ojemeni, DNP, MJ, RN (Course Leader)
 Email: sojemeni@lit.edu
 Office Phone: (409) 247-4926
 Office Location: WAHTC 335
 Office Hours: Tues. 1:00–4:00; Wed. 10:00-1:00; Thu. 1:00-5:00 –by appointment

Instructor: Kelly Hansen, MSN, RN
 Email: khansen1@lit.edu
 Office Phone: (409) 247-4861
 Office Location: WAHTC 333
 Office Hours: Tues: 12:00-12:30; 5:00-5:30 Wed: 7:30-12:00; 1400-1600;
 Thurs: 7:30-8:00; 12:00-12:30; 5:00-5:30- by appointment

Instructor: Brooke Manuel, MSN, APRN, FNP-C
 Email: bmanuel2@lit.edu
 Office Phone: (409) 247-4862
 Office Location: WAHTC 334
 Office Hours: Tues: 12:00-12:30; 5:00-5:30 Wed: 7:30-12:00; 1400-1600;
 Thurs: 7:30-8:00; 12:00-12:30; 5:00-5:30- by appointment

Adjunct Instructor: Michael Hernandez, MSN, RN
 Email: nursingprogram@lit.edu

Office Phone: (409) 247-5246
Office Location: WAHTC 342
Office Hours: Email for appointment

REQUIRED TEXTBOOK AND MATERIALS

- Gulanick, M., & Myers, J. (2022). *Nursing care plans* (10th ed.). Elsevier.
- Kee, J. L., Marshall, S. M., Woods, K., & Forrester, M. C. (2023). *Clinical calculations* (10th ed.). Elsevier.
- Lilley, L. L., Collins, S. R., & Snyder, J. S. (2023). *Pharmacology and the nursing process* (10th ed.). Elsevier. (Sherpath)
- Mosby. (2022). *Mosby's medical dictionary* (11th ed.). Elsevier.
- Pagana, K. D., & Pagana, T. J. (2022). *Mosby's manual of diagnostic and laboratory tests* (7th ed.). Elsevier.
- Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th ed.). Elsevier. (Sherpath)
- Skidmore-Roth, L. (2024). *Mosby's drug guide for nursing students* (15th ed.). Elsevier.
- Texas Board of Nursing. (2021). *Texas board of nursing: Nurse practice act*.
https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf
- Yoost, B.L. & Crawford, L.R. (2023). *Fundamentals of Nursing: Active Learning for Collaborative Practice* (3rd ed.). Elsevier Health Sciences (US). (Sherpath)

OUTLINE: Pre-Conference & Post-Conference

- I. Communication/Scope of Practice
- II. Health History & Assessment
- III. Growth & Development
- IV. Diversity & Cultural Competence
- V. Nursing Process
 - A. Comfort
 - B. Elimination
 - C. Functional Ability
 - D. Mobility
 - E. Nutrition
 - F. Sensory Perception
 - G. Sleep
 - H. Thermoregulation
 - I. Tissue Integrity
 - J. Human Development

COURSE CALENDAR

WEEK	TOPIC	ASSIGNMENT
Friday, June 26, 2026	Orientation (On Campus & Facility) <ul style="list-style-type: none"> • Nursing Home Safety & Care • Diversity & Cultural Competence • Clinical Documentation • Reflective Journaling • Clinical Evaluation Tool • Clinical Judgment Model 	<ul style="list-style-type: none"> • Student attendance required
Friday, July 10, 2026	Clinical Rotation <ul style="list-style-type: none"> • Orientation (Skilled Nursing Facility) • Foundations of Person-Centered Care in the Older Adult • Nursing Process & Clinical Judgment 	<ul style="list-style-type: none"> • Scavenger Hunt (nursing unit) • Practice Nursing Process and CJM (Topics): Comfort, Functional Ability, Mobility • Vital Sign, Hygiene, ADLs, Nutrition • Clinical Documentation • Journal Entry: Respect, Dignity, Autonomy, and Safety in the Older Adult
Saturday, July 11, 2026	Clinical Rotation Health History & Assessment Clinical Documentation <ul style="list-style-type: none"> • Case Study: Osteoporosis 	<ul style="list-style-type: none"> • Health History & Assessment • Vital Sign, Hygiene, ADLs, Nutrition • Clinical Documentation • Journal Entry: Understanding the CJM and How to Use it to Guide Practice • Clinical Judgment Model (CJM): July 12, 2026, by 1159 via Blackboard
Friday, July 17, 2026	Clinical Rotation Health History & Assessment Clinical Documentation Mid-Term Evaluation	<ul style="list-style-type: none"> • Health History & Assessment • Vital Sign, Hygiene, ADLs, Nutrition • Clinical Documentation • Journal
Saturday, July 18, 2026	Clinical Rotation Health History & Assessment Clinical Documentation Mid-Term Evaluation <ul style="list-style-type: none"> • Case Study: Urinary Elimination 	<ul style="list-style-type: none"> • Health History & Assessment • Vital Sign, Hygiene, ADLs, Nutrition • Clinical Documentation • Journal
Friday, July 24, 2026	Garland Place Activity (On Campus)	<ul style="list-style-type: none"> • Preparatory Assignment (Intellectual Disabilities) • Journal

Saturday, July 25, 2026	Clinical Rotation Health History & Assessment Clinical Documentation <ul style="list-style-type: none"> • Case Study: Tissue Integrity 	<ul style="list-style-type: none"> • Health History & Assessment • Vital Sign, Hygiene, ADLs, Nutrition • Clinical Documentation • Journal
Friday, July 31, 2026	Clinical Rotation Health History & Assessment Clinical Documentation Growth & Development	<ul style="list-style-type: none"> • Erickson’s Developmental Stages • Health History and Assessment • Vital Sign, Hygiene, ADLs, Nutrition • Clinical Documentation • Journal
Saturday, August 1, 2026	Clinical Rotation Health History & Assessment Clinical Documentation <ul style="list-style-type: none"> • Case Study: Elimination 	<ul style="list-style-type: none"> • Health History & Assessment • Vital Sign, Hygiene, ADLs, Nutrition • Clinical Documentation • Journal
Friday, August 7, 2026	Teaching Project Final Evaluations	<ul style="list-style-type: none"> • Journal

TEACHING STRATEGIES

- Concept-Based Teaching
- Experiential Learning
- Simulation and Skills-Based Learning
- Clinical Assignments and Documentation
- Pre-and Post-Conference Discussions and Debriefing
- Case Studies and Clinical Judgment Application
- Reflective Practice and Journaling
- Collaborative Learning

COURSE EVALUATION

Student learning outcomes in the clinical setting are evaluated using the Clinical Evaluation Instrument (CEI) at midterm (Midterm Evaluation) and at the end of the semester (Final Evaluation). At midterm, students may receive ratings of “Exceeds Standard,” “Meets Standard,” or “Needs Improvement.” Any areas identified as Needs Improvement must be remediated prior to the Final Evaluation to successfully pass the clinical course. Final clinical grades are calculated based on points earned for each Student Learning Outcome. A minimum score of 75% is required to pass the clinical course.

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*Required for progression in nursing.
60-74	D	
0-59	F	

FINAL GRADE ROUNDING POLICY

Final course grades are rounded only at the conclusion of the course after all grades have been calculated. Grades ending in 0.5 or higher will be rounded to the next whole number (e.g., 74.5 rounds to 75; 89.5 rounds to 90). Grades are not rounded on individual exams, assignments, quizzes, or interim grade calculations. Faculty do not add extra points, curve grades, or individually adjust grades outside of the published grading policy.

STANDARDIZED TESTING POLICY

Students are required to complete all assigned standardized assessments associated with this course. Standardized testing is intended to support NCLEX-RN preparation, evaluate readiness for professional practice, and identify areas requiring remediation based on student scores in comparison with national program scores.

Standardized exams will not account for more than 10% of the course grade in accordance with best practices for standardized testing and Texas Board of Nursing regulations. Standardized exam scores will be calculated in the course grade if all requirements are submitted by the due date. Remediation for standardized exams is required.

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.

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 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. 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.

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.

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.

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.

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 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 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 respect the varied backgrounds, experiences, and learning styles of our students. 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.

DRESS CODE

Student appearance is expected to be professional in nature during all class, lab, and clinical experiences. (See Dress Code Policy in the Student Handbook)

- Dress for classroom experiences should be comfortable and appropriate for the experience.
- Students should be considerate of others and avoid potentially offensive graphics, expressions, clothing that is tight or revealing, maintain good hygiene, and avoid using strong scents (cologne/perfume and strong-smelling soap/lotion).
- Students not adhering to these standards may be dismissed resulting in an unexcused absence, zero on any daily assignment, and initiation of the disciplinary process.

ADDITIONAL COURSE POLICIES/INFORMATION

COURSE GRADING AND ASSIGNMENTS

Class attendance and satisfactory completion of all assignments are essential for success in the course.

CLINICAL ROTATIONS

Students will participate in clinical experiences across a variety of practice settings. Pre-conference preparation and discussion will occur at a designated location within the clinical facility. For students assigned to community-based settings, daily activities will be reviewed during faculty rounds and at the scheduled post-conference time.

Specific student learning outcomes and required activities must be completed before and after each clinical experience in the following settings:

- Skilled Nursing
- Pre-K/Elementary School Education
- Adult Day Habilitation (Intellectual Disability)

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.

If a student feels uncomfortable during a clinical experience or encounters a situation beyond their level of preparation, the clinical instructor must be notified immediately.

ASSIGNMENTS

1. Journal Focus: Patient safety, agency policies and procedures
 - Students are required to complete one journal entry per week reflecting on their clinical rotation assignment, client/patient population, and learning experiences. Entries must not include any patient or staff identifying information to ensure confidentiality and compliance with privacy standards. Each journal entry should be a minimum of five (5) sentences and should not exceed one page.

- Provide a reflective analysis of your thoughts and feelings related to this week's clinical experience, including key learning opportunities, areas of success, and identified opportunities for improvement.
- In addition, each journal entry must address one (1) of the course measurable learning outcomes listed below. By the end of the semester, all outcomes must be addressed at least once. Clearly identify the selected outcome within your journal entry.
 - **Outcome 3:** Identify a practice observed by your assigned nurse which is consistent with the policy of the practice setting. Describe the policy and explain how it guided care.
 - **Outcome 4 & 5:** Summarize a current evidence-based practice article that reflects evidence used in the practice setting this week to make decisions or evidence that should be utilized in the practice setting for a particular situation. Include a properly formatted APA reference and a link to the article.
 - **Outcome 6:** Describe how you individualized care during your clinical experience? Include examples of demonstrating compassion, theory-based care, patient-centered care, and support for diversity.

2. Vital Signs

- Upon completion of vital signs in the skills lab, students are expected to perform vital signs on their assigned patient during each clinical day.

3. Hygiene

- Upon completion of hygiene care in the skills lab, students are expected to perform hygiene care on their assigned patient each clinical day.

4. Teaching Project

- Students will collaborate within assigned groups to develop and deliver a teaching project for a specific client population or group. This activity will meet the following learning outcomes:
 - **Outcome #6:** *Implement compassionate, theory-based, individualized, culturally sensitive and patient-centered care including therapeutic communication for diverse patients across the lifespan.*
 - **Outcome #10:** *Report goals and strategies for diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health maintenance, and the restoration of health.*

5. Health History & Nursing Process/Clinical Judgment Model (CJM)

- Health History and Assessment: Obtain assessment data from direct observation, assessment, and obtaining information from the patient or primary caregiver. DO NOT leave blanks. State potential considerations/concerns if the patient does not identify any. Students will complete forms based on knowledge level and assessment skills learned in the Professional Nursing Competencies course.
- Nursing Process/ Clinical Judgment Model: Utilize the Health History and Assessment data to develop a plan of care using the Nursing Process and Clinical

Judgment Model worksheet. DO NOT leave blanks. Incomplete forms will not be graded and will be returned to the student for completion. Faculty will facilitate student development using the Clinical Judgment Model worksheet during pre-conference, clinical day, and post-conference. Satisfactory performance ($\geq 75\%$) is required by the end of the clinical rotation.

6. Evidence-Based Practice Activity: Summarize a current evidence-based practice article that reflects evidence used in the clinical setting this week to support decision-making or identify evidence that should be applied to a specific clinical situation. Include a properly formatted APA reference and a link to the article.
7. Pre-K/Elementary School Learning Outcomes Activity
8. Adult Day Habilitation Learning Outcomes Activity
 - Participate in the clinical learning experience within the assigned setting (Adult Day Habilitation or Assisted Living). Use the Adult Day Habilitation Learning Outcomes Activity questions to guide your learning in this setting. Refer to the grading rubric and criteria for expectations and submit the completed activity in Blackboard by the designated due date.